

Skills
Development
Scotland

Foundation Apprenticeship in Social Services

Children and Young People at SCQF level 6

Learning Provider Guide to Support Employers



Katie

Foundation Apprentice

Aims

The aim of this guide is to support Learning Providers to identify and discuss with employers' appropriate activities for learners during a Foundation Apprenticeship work placement.

It provides the following information:

- What are Foundation Apprenticeships?
- The definition of work-based learning in the context of Foundation Apprenticeships
- How a Foundation Apprenticeship is delivered
- How employers can support learners
- An understanding of the Scottish Vocational Qualification (SVQ) units within Foundation Apprenticeship qualifications
- Practical examples of work-based activities and evidence for the SVQ units within the Foundation Apprenticeship in Social Services Children and Young People at SCQF Level 6
- Links to useful resources

“The Foundation Apprenticeship helped me see a clear path for the future. It helped me grow in confidence and develop communication skills to work with both hearing and deaf children.”

Katie, Foundation Apprentice



Katie











Foundation Apprentice


What are Foundation Apprenticeships?

Foundation Apprenticeships are designed to provide school pupils with industry experience whilst gaining a work-based learning qualification at the same level as a Scottish Higher (SCQF Level 6).

A Foundation Apprenticeship is an industry-recognised qualification, designed to offer valuable insight and experience of the world of work. Delivered by learning providers in partnership with employers, knowledge gained is supported through a series of practical activities including industry projects or placements undertaken virtually and/or in person.

Foundation Apprenticeships at SCQF Level 6 are available in a wide range of subjects that are linked to the growth sectors of the Scottish economy:

-  **Accountancy**
-  **Business Skills**
-  **Civil Engineering**
-  **Creative and Digital Media**
-  **Engineering**
-  **Financial Services**
-  **Food and Drink Technologies**
-  **Hardware and System Support**
-  **Scientific Technologies**
-  **Social Services and Healthcare**

-  **Social Services Children and Young People**
-  **Software Development**

What is work-based learning and how does it apply to Foundation Apprenticeships?

For the purposes of this guide, work-based learning means learning that is directly linked to skills and knowledge required to operate competently in a workplace. A major component of a Foundation Apprenticeship is the sector specific work-based learning. In this context, work-based learning relates directly to the activities undertaken by learners whilst they are on a work-placement.

This provides the first-hand experience for learners to acquire sector specific skills, apply knowledge and reflect on their learning. These activities count towards the overall learning and assessment of the units from the Scottish Vocational Qualification (SVQ) within each Foundation Apprenticeship.

How is a Foundation Apprenticeship delivered?

Foundation Apprenticeships are chosen as a subject choice in S5 or S6 and taken alongside other National and Higher qualifications. Pupils work towards the Foundation Apprenticeship qualification over either one or two years.

Learning providers work alongside employers to develop the knowledge and skills learners need to meet all the outcomes of the Foundation Apprenticeship qualification. This includes the classroom-based teaching of knowledge and understanding elements of the Foundation Apprenticeship undertaken with the Learning Provider. This is combined with work-based learning opportunities with an employer to provide learners with the experiential learning they need to apply their learning directly in the workplace,

ultimately to meet the requirements of the SVQ units of the Foundation Apprenticeship qualification.

Learners attendance depends on whether they take part in a 1 year or a 2-year programme.

- 1 year = 1 day with employer and 1 day or 2 half days at college or training centre
- 2 years = 1st year – 1 day a week at college or training centre with some employer input = 2nd year = 1 day a week at work placement.

Attendance on the programme will be a mix of classroom-based activity and employer placement. The placement element is typically one day per week but can be flexible to meet the needs of the sector and employer for example, block intake.

Employer involvement

The involvement of employers is a critical aspect of Foundation Apprenticeships and includes:

- Providing learners with a work placement to enable them to gain valuable experience in the workplace
- Providing learners with appropriate work-based opportunities to enable them to develop their learning and skills
- Ensuring all work-based learning provided is based on current expertise, equipment, practices and processes
- Setting employer led projects industry challenge projects

Employers may also be involved in other activities, for example, the recruitment and selection process, guest speaking, coaching and mentoring, and in the assessment of practice of learners.

The learning provider meets regularly with employers to provide on-going support and ensure learners are being supported and are working on the right types of activities.

Scottish Vocational Qualification units

It is important that employers understand the SVQ units within a Foundation Apprenticeship, as this will help them to provide learners with access to work-based activities that are relevant to the SVQ units they need to complete.

Within every Foundation Apprenticeship there are a number of SVQ units which relate to a particular occupational function, and which provide the standards upon which competence is assessed in the workplace.

SVQ units are derived directly from National Occupational Standards (NOS) which describe what an individual needs to do (performance criteria), know and understand (knowledge and understanding criteria) to demonstrate competence in the unit. Evidence (assessment) requirements specify the type and amount of evidence required for the unit and are developed by an Awarding Body to complete the unit development when it is used to form part of a qualification structure.

Learners must provide evidence they are competent across all criteria to meet the requirements of all SVQ units within the Foundation Apprenticeship. All evidence is assessed against the standards and leads to an overall judgment being made by an assessor on whether the learner is competent or not yet competent. Where a learner is found to be not yet competent in any part of the standards, they will be given the opportunity for further training and to provide further evidence for assessment at a later date.

Acceptable performance in a unit will be the satisfactory achievement of the standards set out in the SVQ unit specification. Every SVQ unit has knowledge statements which underpin competence.

About the assessment of SVQ units

Assessment is the process of evaluating an individual's attainment of knowledge, understanding and skills. Assessment of the SVQ units involves generating and collecting evidence of a learner's attainment of knowledge, understanding and skills and judging that evidence against defined standards.

The Guide to Assessment covers a wide range of assessment methods in unit assessments for school, college and workplace qualifications as well as external assessment for National Qualifications. There are three essential forms of assessment: observation, product evaluation and questioning. Assessment can also use a combination of some or all of the three forms. All assessment methods, such as a project or performance, can be classified under one or more of these forms.

SVQ units are assessed internally by centres, this means that work-place assessors are responsible for deciding whether evidence meets the standards for SVQ units. The assessors are identified by the centre, they are occupationally competent in the role and professionally competent in conducting work-based assessment (or working towards this). The internal assessment decisions are externally verified by the Awarding Organisation who offers the units.

Evidence must meet the following requirements:

Valid	The assessment method chosen will be appropriate to the standards being assessed. It will produce evidence relevant to the standards.
Authentic	The evidence will be the learner's own work.
Current	The evidence will exemplify the current level of the learner's performance.
Reliable	The assessment decision is comparable and consistent with other assessors within the centre.
Sufficient	The evidence will demonstrate competence over time (e.g. not just a single occasion).



Katie

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Links to useful resources

Foundation Apprenticeship

Guidance Note:

[Social Services Children and Young People Framework](#)

This document provides all the information needed to deliver the Foundation Apprenticeship in Social Services Children and Young People at SCQF Level 6 via the SVQ Route and the Customised Units route.

Current learners already entered on a two-year delivery model on a fully Customised pathway (Social Services Children and Young People (GR85 46)) use Customised units, as per Sector Skills Council requirements.

These are one-year arrangements that will be closely monitored.

All Customised pathways will be removed from FA frameworks in December 2024 without exception. These only apply for session 2023-24.

[Developing the Young Workforce](#)

Work Placements Standard: This document sets out the expectations for a young person, school, employer, local authority and parent/carer, before, during and after work placements. Refer to this document for information to help improve the quality of learning in the workplace.

[SQA Guide to Assessment](#)

This guide is designed to provide support for everyone who assesses SQA qualifications. It covers the full range of SQA qualifications and is based around the principles of assessment, that all qualifications must be valid, reliable, practicable, equitable and fair. Refer to this document for information on unit content and standards, methods of assessment and acceptable evidence.

[FA Placement Options](#)

[Meta skills support documentation](#)

[Employer Welcome Pack](#)

This guidance has been developed to share best practice and support employers to get the best experience from their involvement in Foundation Apprenticeships.

Practical Examples

Examples of activities and evidence for the SVQ units: A Foundation Apprenticeship in Social Services (Children and Young People) at SCQF level 6 (GL7A 46)

These examples aim to support employers with identifying suitable work-based activities to develop the practical skills of S5 and S6 pupils during the work placement component of the Foundation Apprenticeship in Social Services (Children and Young People) at SCQF level 6 (GL7A 46).

The Foundation Apprenticeship in Social Services (Children and Young People) at SCQF level 6 includes four mandatory units from the SVQ in Social Services (Children and Young People) at SCQF level 6:

- H5KP 04 Support Effective Communication
- H5L5 04 Develop your own Knowledge and Practice
- H5L4 04 Support the Safeguarding of Children
- H5NB 04 Support the Health and Safety of Yourself and Individuals

The SVQ units are delivered and assessed while on placement in the workplace.

The table below provides generic examples of typical work-based activities and examples of possible evidence

which may support the development of the practical skills within the four SVQ units. Please note, these are examples and are not intended to be prescriptive. Some examples of activities and evidence are holistic therefore may cover several performance criteria (and knowledge and understanding) within a unit and/or across units, as opposed to aligning with a single performance criteria. This supports good practice in the holistic approach to assessment, which in turn reduces the volume of evidence required by learners and reduces bureaucracy in assessment.

It is important to note not all work-based activities may be suitable for a pupil to undertake (e.g. not an employee). For example, there may be a legislative reason a pupil/non-employee cannot conduct a particular activity within a workplace.

H5KP 04 Support Effective Communication

Performance Criteria What the learner needs to be able to do to demonstrate competence within the unit	Examples of work-based activities which may support learners to develop the required practical skills in the unit	Examples of evidence which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)
<p>Identify how best to support communication with and by individuals</p> <p>P1 Seek information and advice about a child's specific communication preferences and needs</p>	<ul style="list-style-type: none"> ■ Downloading the app from SSSC 'Engaging with Children and Young People' which is available from SSSC Learning Zone ■ Completing the section on communication ■ Discussing the results with mentor/assessor ■ Recording discussion in reflective log/diary 	<ul style="list-style-type: none"> ■ Emailed feedback from SSSC or Open Badge that whole on-line unit is completed ■ Records of professional discussion with the keyworker and /or mentor ■ Plans to meet the communication needs of individual children ■ Reflective log/diary detailing work activities carried out

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Performance Criteria	Examples of work-based activities	Examples of evidence
<p>P2 Confirm with the child their preferred ways to communicate and any changes in their preferences and needs appropriate to the child's understanding</p>	<ul style="list-style-type: none"> ■ Observing specific child/children, who may have distinct preferences and needs in relation to communication ■ Recording observation in the format used by the setting ■ Discussing results with the child's keyworker ■ Planning to show how to meet the needs and preferences of the observed child/children ■ Engaging and consulting with children, (depending on their age and stage of development) to confirm ways to communicate with them ■ For younger children, observing their interactions with other adults, with whom they are familiar ■ Planning to engage in the same manner ■ Consulting with children and /or observing children's communication with others ■ Recording evaluations of activities and plans in a reflective log/diary 	<ul style="list-style-type: none"> ■ Observations of child/children recorded in the format used by the setting ■ Planning for activities to meet the needs of the child/children ■ Record of consultations with children or of observations of younger children's interactions with their keyworker ■ Reflective log/diary detailing work activities carried out
<p>P3 Review your own communication skills to see if they will be suitable to meet the child's preferences and needs</p>	<ul style="list-style-type: none"> ■ Downloading the app from SSSC 'Engaging with Children and Young People' which is available from SSSC Learning Zone ■ Completing the section on communication ■ Completing a SWOT analysis in consultation with the mentor/assessor to highlight their strengths and development needs 	<ul style="list-style-type: none"> ■ Emailed feedback provided by SSSC or Open Learning badge for work completed on the Learning Zone App ■ Completed SWOT analysis and reflections ■ Records of professional discussion with mentor/assessor

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Performance Criteria	Examples of work-based activities	Examples of evidence
<p>P4 Where necessary, seek extra support to ensure that you are able to communicate with the child and understand their views and wishes</p>	<ul style="list-style-type: none"> ■ Discussing, with mentor, how to access additional support with specific children ■ Planning to meet the needs of the child ■ Receiving feedback on consultations with children 	<ul style="list-style-type: none"> ■ Plans for activities with children ■ Professional discussion with mentor/keyworkers/ assessor ■ Reflective log/diary detailing work activities carried out ■ Feedback from child/children's keyworker
<p>P5 Where necessary, seek extra support to ensure that the child is able to communicate with and understand you</p>	<ul style="list-style-type: none"> ■ Observing how the other adults in the setting communicate with children ■ Recording observations and reflections on how to improve own skills 	<ul style="list-style-type: none"> ■ Reflective log/diary detailing work activities carried out
<p>P6 Share information with others about the child's communication and language preferences and needs, within confidentiality agreements and according to legal and work setting requirements</p>	<ul style="list-style-type: none"> ■ Sharing observations and interactions with children and own reflections on practice with the staff team, mentor and the keyworker for specific children ■ Recording any feedback in a reflective log/diary 	<ul style="list-style-type: none"> ■ Staff team minutes ■ Professional discussion ■ Reflective log/diary detailing work activities carried out ■ Feedback from staff
<p>Support children to communicate</p> <p>P7 Work in ways that promote active participation when supporting the child to communicate misunderstandings</p> <p>P8 Check whether the child has the support they need to communicate their views, wishes and preferences</p> <p>P9 Take appropriate action to ensure that the required support is available</p> <p>▶ Continues on next page</p>	<ul style="list-style-type: none"> ■ Planning developmentally appropriate activities to promote the active participation of all children ■ Demonstrating familiarity with the principles of the Social Care Standards ■ Reviewing and evaluate the activity with the mentor/ keyworker or the children themselves, if stage appropriate ■ Recording the next steps for children to ensure that they are supported to communicate in the way they prefer <p>▶ Continues on next page</p>	<ul style="list-style-type: none"> ■ Records of consultations with children ■ Review and evaluation of activities ■ Recorded next steps for children ■ Record of any planned changes to activities ■ Plans for activities ■ Reflective log/diary detailing work activities carried out ■ Feedback from staff

Performance Criteria	Examples of work-based activities	Examples of evidence
<p>P10 Support the child to use their preferred means of communication and language</p> <p>P11 Give the child sufficient time to communicate without interrupting or finishing off their communication</p> <p>P12 Take appropriate action to address any misunderstandings</p>	<ul style="list-style-type: none"> ■ Recording planned changes, to future activities, to improve children’s communication skills in a reflective log/diary 	<p>◀ See previous page</p>
<p>Communicate with children and key people</p> <p>P13 Position yourself so that you can best attend to what the child and key people wish to communicate and so that they can best attend to you</p> <p>P14 Communicate with the child and key people at a pace, in a manner and at a level appropriate to the child’s understanding, preferences and needs</p> <p>P15 Use body language, eye contact, gestures, tone of voice and methods of listening that actively encourage the child and key people to communicate</p> <p>P16 Use routines and activities to communicate with the child</p> <p>P17 Adapt your communication to meet the child’s changing needs and preferences</p> <p>P18 Adapt your communication when the child or key people have difficulty understanding what you want to communicate</p> <p>P19 Ensure the focus of communication is with the child whilst acknowledging the input of key people</p> <p>P20 Give your full attention and concentration when you are communicating with the child and key people</p>	<ul style="list-style-type: none"> ■ Planning to observe an experienced keyworker/practitioner, in the setting, communicating with a child or children ■ Making detailed notes of observed good practice to cover all aspects of communication with children as detailed in P13 to P20 ■ Checking the settings planning and listing activities to facilitate communication with children and key people ■ Planning and carrying out one of the above activities with a child or groups of children ■ Requesting feedback from keyworker/practitioner on own approach to children and key people which highlights good practice <p>Alternatively for P13-P20:</p> <ul style="list-style-type: none"> ■ Completing the SSSC open Badge Communication and Relationships (Accessed via the SSSC Learning Zone App) ■ Using P13 to P20 as your guide and completing the two required statements detailing what was learned from completing the badge, to achieve the Open Badge 	<ul style="list-style-type: none"> ■ Record of the completed plan to observe an experienced practitioner communicating with the child or children ■ Detailed notes of good practice identified ■ List of activities for communication from the settings planning ■ Records of a plan covering at least one activity ■ Records of feedback provided by keyworker/practitioner <ul style="list-style-type: none"> ■ Open Badge Communication and Relationships awarded by SSSC ■ Personal statements covering P13 to P20 to cover the requirements of achieving the badge Communication and Relationships from SSSC

Performance Criteria	Examples of work-based activities	Examples of evidence
<p>Respond to questions and concerns of children and key people</p> <p>P21 Clarify points to check that you have understood what is being communicated, at appropriate points while the child or key people are communicating questions or concerns</p> <p>P22 Respond appropriately to questions and concerns that the child or key people express</p> <p>P23 Confirm that the child or key people have understood what you are saying, at appropriate points</p> <p>P24 Seek additional advice and support for questions and concerns that are beyond your competence to deal with</p> <p>P25 Respect the child's and key people's rights to confidentiality of information, within legal and work setting procedures</p> <p>P26 Report or record what you have done, any problems you have had and any outcomes arising from the communications, within confidentiality agreements and according to legal and work setting requirements</p>	<ul style="list-style-type: none"> ■ Becoming familiar with the settings policy on confidentiality of information ■ Recording the main points ■ Discussing where support is available with an appropriate key person in the setting ■ Reviewing and evaluating activities with children arising from planning and highlight any problems and outcomes ■ Recording any communication issues to report to key people in the setting 	<ul style="list-style-type: none"> ■ Written summary of main points of the confidentiality policy ■ Discussions with a key person ■ Review and evaluation of planning ■ Reflective log or diary ■ Record of professional discussion around any perceived problems
<p>Contribute to communicating through records and reports</p> <p>P27 Gain permission from the appropriate people to access records where needed</p> <p>P28 Access records required for your work in line with work setting policies, procedures and practices</p> <p>P29 Complete required records according to the activities you have undertaken, confidentiality agreements, legal requirements and work setting policies, procedures and practices</p>	<p>Please see guidance on simulation in notes section below if the learner is unable to complete the standards because of the lack of opportunity within their practice.</p> <p>In some settings the candidate may gain approval from the manager to access the children's profiles (learning record) and record the outcome of activities. An explanation of the policy and procedures for record keeping, in the setting, could be added to the reflective log or diary.</p> <p>▶ Continues on next page</p>	<ul style="list-style-type: none"> ■ Children's profiles (learning records) ■ Reflective log/diary ■ Responses to the scenario ■ Completed sample of children's records ■ Planning sheets, daily care plans, children profiles ■ Observations of children ■ Plans

Performance Criteria	Examples of work-based activities	Examples of evidence
<p>P30 Report to appropriate people accurate and sufficient information about any signs and symptoms that may indicate changes in a child's care and support needs</p> <p>P31 Support the child to understand what you have reported or recorded about them and why in a manner appropriate to their preferences and needs</p> <p>P32 Report to appropriate people accurate and sufficient information about any problems you have had when carrying out care or support and what you did about them</p>	<ul style="list-style-type: none"> ■ Completing planning sheets, daily care plans children's records and reflections on any children whom they think may need to have the care they receive adjusted ■ Discussing any concerns with other professional in the setting ■ Sharing observations with the children (If this is stage appropriate) under the supervision of the keyworker and record any discussion ■ Completing children's profiles in collaboration with the child reflecting on any consultations with children in reflective log/diary 	<ul style="list-style-type: none"> ■ Record of discussion with the children ■ Professional discussion with the mentor/assessor / child's keyworker ■ Children's profiles ■ Reflective log or diary
<p>P33 Report to appropriate people any difficulties you have in accessing and updating records and reports</p> <p>P34 Maintain the security of records and reports according to legal and work setting procedures</p>	<p>Please see guidance on simulation in notes section below, if the learner is unable to complete the standards because of the lack of opportunity within their practice.</p> <p>In some settings the candidate may gain approval from the manager to access the children's profiles (learning record) and record the outcome of activities. An explanation of the policy and procedures for record keeping, in the setting, could be added to the reflective log or diary.</p> <p>In cases where candidates do not have permission to access children's records a scenario of a child/children experiencing communication difficulties could be used and the candidate could discuss the scenario and decide on an appropriate outcome or activity.</p> <p>This could then be recorded on the paperwork used by the setting and the candidate could explain the requirement for confidentiality and security of records in line with current national and local guidance.</p>	<ul style="list-style-type: none"> ■ Children's profiles (learning records) ■ Reflective log/diary ■ Responses to the scenario ■ Completed sample of children's records ■ Planning sheets, daily care plans, children profiles ■ Observations of children plans

Notes

Given the nature of work within the social services and healthcare environment, it is expected that there are certain activities a Foundation Apprentice may not be able to carry out, such as those which involve personal care activities and working with individuals who have behaviours that challenge. Foundation Apprentices should not be involved in taking statements. Guidance on simulation can be found in the Assessment Strategy. Where permitted, simulation should only be undertaken in a minority of situations, for example where there is a potential risk to the learner or others. To be effective, simulation must succeed in recreating the atmosphere, conditions and pressures of the real situation. Further information can be found in the **Assessment Strategy**.

A holistic approach has been taken to provide examples of activities and evidence which cover performance criteria within and across units. This promotes efficient and effective gathering of evidence.

H5L5 04 Develop your own Knowledge and Practice

Performance Criteria What the learner needs to be able to do to demonstrate competence within the unit	Examples of work-based activities which may support learners to develop the required practical skills in the unit	Examples of evidence which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)
<p>P1 Clarify with others the skills, knowledge and values required to carry out your job role</p>	<ul style="list-style-type: none"> ■ Looking at the job description for the practitioner role in the setting ■ Evaluating how own skills match up with the skills and knowledge in the job description ■ Carrying out a similar exercise with the SSSC Code of practice for workers in the Care Sector and the settings hand book which will detail the values and ethos of the setting ■ Discussing findings with peers or a key person in the setting 	<ul style="list-style-type: none"> ■ Review and evaluation of the job description of a practitioner ■ Review of the Code of Practice and /or the settings handbook ■ Professional discussion around own skills and knowledge
<p>P2 Clarify with others the areas of your work where literacy, numeracy and information technology skills are necessary</p> <p>P3 Actively seek feedback from individuals, key people and others on your use of skills, knowledge and values in your practice</p> <p>P4 Agree with others the areas of strength in your practice</p>	<ul style="list-style-type: none"> ■ Consulting the planned activities for children ■ Discussing with key people where literacy, numeracy and technology skills may be required ■ Planning to demonstrate skills ■ Receiving feedback on skills 	<ul style="list-style-type: none"> ■ Professional discussion with key people ■ Plans for activities which demonstrate skills ■ Highlighted changes to children's profiles or assessment and learning records ■ Feedback on activities from others in the setting (e.g. adding to children's profiles, typing up weekly plans or care plans, planning activities with the children such as baking)

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Performance Criteria	Examples of work-based activities	Examples of evidence
<p>P5 Reflect with others on the way your values, personal beliefs and experiences may affect your work with individuals</p>	<ul style="list-style-type: none"> ■ Looking at the job description for the practitioner role in the setting ■ Evaluating how own skills match up with the skills and knowledge in the job description. ■ Carrying out a similar exercise with the SSSC Code of practice for workers in the Care Sector and the settings hand book which will detail the values and ethos of the setting ■ Discussing their findings with peers or a key person in the setting 	<ul style="list-style-type: none"> ■ Review and evaluation of the job description of a practitioner. ■ Review of the Code of Practice and /or the settings handbook ■ Professional discussion around own skills and knowledge
<p>Plan to develop your knowledge and practice</p> <p>P6 Seek support from others to identify areas for development within your practice that would help you to carry out your work activities more effectively</p> <p>P7 Seek advice on development opportunities to achieve development</p> <p>P8 Agree a personal development plan with others</p> <p>P9 Secure opportunities for development</p> <p>P10 Use opportunities with others to reflect on your learning from development opportunities in order to continuously improve your practice</p> <p>P11 Review how the newly acquired skills and knowledge can be applied in your practice</p> <p>P12 Confirm with others that it is safe and within your job role before applying new skills and knowledge</p> <p>P13 Apply new skills and knowledge that have been agreed as appropriate to your job role</p> <p>P14 Evaluate with others how far your new skills and knowledge have enhanced your work</p>	<ul style="list-style-type: none"> ■ Identifying and reflecting on learning needs ■ Completing a personal development plan after reviewing current progress with mentor/assessor/ key people in the setting ■ Carrying out a SWOT analysis in conjunction with mentor/assessor ■ Discussing with mentor/assessor development opportunities within and out-with the setting in relation to review or SWOT analysis ■ Relating to development plan ■ Attending and/or completing the identified learning opportunities ■ Recording reflections ■ Discussing and reviewing outcomes with mentor/ assessor ■ Discussing the inclusion of new learning in the planned activities ■ Carrying out a risk assessment for the planned activities ■ Demonstrating understanding of the risks involved in any new activity 	<ul style="list-style-type: none"> ■ Personal Development Plan ■ Professional discussion ■ SWOT analysis ■ Record of CPD ■ Open Badges or CPD certificates ■ Evaluation and review of CPD ■ Planned activities for children ■ Completed Risk Assessment

Notes

Given the nature of work within the social services and healthcare environment, it is expected that there are certain activities a Foundation Apprentice may not be able to carry out, such as those which involve personal care activities and working with individuals who have behaviours that challenge. Foundation Apprentices should not be involved in taking statements.

Guidance on simulation can be found in the Assessment Strategy. Where permitted, simulation should only be undertaken in a minority of situations, for example where there is a potential risk to the learner or others. To be effective, simulation must succeed in recreating the atmosphere, conditions and pressures of the real situation.

A holistic approach has been taken to provide examples of activities and evidence which cover performance criteria within and across units. This promotes efficient and effective gathering of evidence.

H5L4 04 Support the Safeguarding of Children

Performance Criteria What the learner needs to be able to do to demonstrate competence within the unit	Examples of work-based activities which may support learners to develop the required practical skills in the unit	Examples of evidence which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)
Clarify your awareness of harm, abuse and safeguarding P1 Access information about harm, abuse and safeguarding	<ul style="list-style-type: none"> ■ Accessing the various charity or Scottish Government websites or textbooks which detail information about harm and abuse ■ Creating a list of suggested titles and web-sites (Learners must ensure that websites and text books refer to Scottish Legislation, policy and guidance) 	<ul style="list-style-type: none"> ■ List of suggested web-sites and text books used
P2 Show that you know factors, situations and actions that may cause or lead to harm or abuse P3 Show that you know signs and symptoms that may indicate that a child has been, or is in danger of being, harmed or abused	<ul style="list-style-type: none"> ■ Downloading Child Protection leaflets from the NSPCC website ■ Noting the main factors which may cause or lead to harm or abuse as well as signs and symptoms that indicate that a child may be in danger of being harmed or abused 	<ul style="list-style-type: none"> ■ Notes from research
P4 Show that you know your role in safeguarding children	<ul style="list-style-type: none"> ■ Creating a chart showing the roles of all adults in the setting and the various agencies and professionals involved in safeguarding children ■ Writing brief descriptions of their roles 	<ul style="list-style-type: none"> ■ Chart of adult roles ■ Role descriptions

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Performance Criteria	Examples of work-based activities	Examples of evidence
<p>P5 Show that you know the safer care procedures of your work setting</p>	<ul style="list-style-type: none"> ■ Accessing the settings safeguarding and child protection guidance ■ Recording what actions should be taken in a number of specific circumstances 	<ul style="list-style-type: none"> ■ Summary of appropriate action to take to safeguard children
<p>P6 Show that you know the role of different agencies and multi-agency working in the safeguarding of children</p>	<ul style="list-style-type: none"> ■ Creating a chart showing the roles of all adults in the setting and the various agencies and professionals involved in safeguarding children ■ Writing brief descriptions of their roles 	<ul style="list-style-type: none"> ■ Chart of adult roles ■ Role descriptions
<p>P7 Show that you know the actions you need to take when harm or abuse is suspected or has been disclosed, in line with local procedures and the responsibilities of your role</p>	<ul style="list-style-type: none"> ■ Accessing the settings, safeguarding and child protection guidance ■ Recording what actions should be taken in a number of specific circumstances 	<ul style="list-style-type: none"> ■ Summary of appropriate action to take to safeguard children
<p>P8 Show that you know the actions you must take and those you must avoid in order to protect the integrity of evidence relating to possible harm or abuse</p>	<ul style="list-style-type: none"> ■ Making a flow chart showing the actions you must take to protect the integrity of evidence relating to possible harm or abuse. ■ Noting on the chart or in a reflective log /diary actions that should be avoided to protect the integrity of evidence 	<ul style="list-style-type: none"> ■ Flow chart of actions ■ Reflective log/diary
<p>P9 Ensure your own actions and attitudes do not contribute to situations, actions or behaviour that may be harmful or abusive</p>	<ul style="list-style-type: none"> ■ Accessing the settings safeguarding and child protection guidance ■ Recording what actions should be taken in a number of specific circumstances 	<ul style="list-style-type: none"> ■ Summary of appropriate action to take to safeguard children

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Performance Criteria	Examples of work-based activities	Examples of evidence
<p>Work in ways that help to safeguard children from harm or abuse</p> <p>P10 Recognise actions, behaviours and situations that may lead to harm or abuse</p> <p>P11 Recognise signs that may indicate a child has been, or is in danger of being harmed or abused</p>	<ul style="list-style-type: none"> ■ Downloading Child Protection leaflets from the NSPCC website ■ Noting the main factors which may cause or lead to harm or abuse as well as signs and symptoms that indicate that a child may be in danger of being harmed or abused 	<ul style="list-style-type: none"> ■ Notes from research
<p>P12 Follow required procedures for reporting concerns about the welfare of a child and any actions, behaviours or situations that may lead to harm or abuse</p> <p>P13 Record promptly and accurately any changes, events or occurrences that cause concern</p> <p>P14 Use supervision and support to consider and manage your own reactions to suspected or disclosed harm or abuse</p>	<p>Please see guidance on simulation in notes section below, if the learner is unable to complete the standards because of the lack of opportunity within their practice.</p> <p>Simulation or case study with questions would be appropriate in this instance to ensure that the candidate was familiar with the correct procedure.</p> <p>Alternatively professional discussion with the mentor, covering the management of own feelings and reactions to suspected safeguarding issues, may be possible</p> <p>Any concerns must be raised with the candidate's mentor/assessor. No other action would be appropriate</p>	<ul style="list-style-type: none"> ■ Records of concern raised ■ Case study with answers or records of simulation ■ Records of professional discussion
<p>Work in ways that help children feel safe and valued</p> <p>P15 Use children's preferred communication methods and language</p> <p>P16 Relate to children and key people in ways that support trust</p> <p>P17 Relate to children and key people in ways that can help them feel able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution</p> <p>▶ Continues on next page</p>	<ul style="list-style-type: none"> ■ Planning developmentally appropriate activities to promote the active participation of all children ■ Demonstrating familiarity with the principles of the Social Care Standards ■ Reviewing and evaluate the activity with the mentor /keyworker or the children themselves, if stage appropriate ■ Recording the next steps for children to ensure that they are supported to communicate in the way they prefer <p>▶ Continues on next page</p>	<ul style="list-style-type: none"> ■ Records of consultations with children ■ Records of the review and evaluation of activities ■ Recorded next steps for children ■ Records of any planned changes to activities ■ Plans for activities

Performance Criteria	Examples of work-based activities	Examples of evidence
<p>P18 Recognise and respect the background and preferences of children</p> <p>P19 Maintain confidentiality in your work, within the boundaries of your own role and the safeguarding of children</p>	<ul style="list-style-type: none"> ■ Recording planned changes, to future activities, to improve children’s communication skills in a reflective log/diary <p>Links to Unit H5KP 04</p>	<p>◀ See previous page</p>
<p>Work in ways that support the rights, inclusion and wellbeing of children</p> <p>P20 Provide information to children and key people about their rights and responsibilities, according to their age, ability and level of development</p> <p>P21 Work with children and key people in ways that respect their dignity, privacy, beliefs, preferences, culture, values and rights</p> <p>P22 Work in ways that promote equity</p>	<ul style="list-style-type: none"> ■ Becoming familiar with the Health and Social Care Standards which set out what we should expect when using health, social care or social work services in Scotland and to ensure that individuals are treated with respect and dignity and that the basic human rights are upheld ■ Recording basic notes in the reflective diary / log ■ Evaluating any activities, completed with the children or adults who use the service, by reviewing planning and evaluations, feedback or reflective logs/diary ■ Highlighting demonstrating good practice ■ Reviewing work with assessor/mentor and record feedback on performance <p>Any concerns must be raised with the candidate’s mentor/assessor. No other action would be appropriate</p>	<ul style="list-style-type: none"> ■ Notes from research into the Social Care Standards ■ Notes in reflective log / diary ■ Feedback from mentor ■ Records of concerns raised
<p>P23 Take appropriate steps when the behaviour and actions of others are discriminatory</p> <p>P24 Work with children in ways that supports their confidence and self-esteem</p> <p>P25 Work with children in ways that supports their participation</p> <p>P26 Support children to communicate their views and preferences</p>	<ul style="list-style-type: none"> ■ Downloading the app from SSSC ‘Engaging with Children and Young People’ which is available from SSSC Learning Zone ■ Completing the section on Communication ■ Discussing the results with mentor/assessor ■ Recording discussion in reflective log/diary <p>▶ Continues on next page</p>	<ul style="list-style-type: none"> ■ Emailed feedback from SSSC or Open Badge that whole on-line unit is completed ■ Records of professional discussion with the keyworker and /or mentor ■ Plans to meet the communication needs of individual children ■ Reflective log/diary ■ Records of consultations with children <p>▶ Continues on next page</p>

Performance Criteria	Examples of work-based activities	Examples of evidence
<p>◀ See previous page</p>	<ul style="list-style-type: none"> ■ Planning developmentally appropriate activities to promote the active participation of all children ■ Demonstrating familiarity with the principles of the Social Care Standards ■ Reviewing and evaluate the activity with the mentor/ keyworker or the children themselves, if stage appropriate ■ Recording the next steps for children to ensure that they are supported to communicate in the way they prefer recording planned changes, to future activities, to improve children's communication skills in a reflective log/diary 	<ul style="list-style-type: none"> ■ Review and evaluation of activities ■ Recorded next steps for children ■ Records of any planned changes to activities ■ Plans for activities
<p>Help children to keep safe</p> <p>P27 Work with children in ways that develop their awareness of personal safety, according to their age, ability and level of development</p> <p>P28 Work with children to help them understand bullying and actions to take if it occurs, according to their age, ability and level of development</p> <p>P29 Work with children to help them recognise when the behaviour towards them of any child, young person or adult is inappropriate or unacceptable, according to their age, ability and level of development</p> <p>P30 Support children and key people to express concerns or make complaints - according to their age, ability and level of development</p>	<ul style="list-style-type: none"> ■ Researching the contents of the website created by Respect Me: Scotland's anti-bullying service https://respectme.org.uk/ ■ Devising an activity, which is developmentally appropriate, for the children. The activity should demonstrate how the candidate would help children recognise inappropriate or unacceptable behaviour and support them to express concerns <p>(If the candidate is working with very young children then the activities could be evaluated as an activity for older children).</p> <ul style="list-style-type: none"> ■ Designing a leaflet, in conjunction with children, to help children keep themselves and others safe 	<ul style="list-style-type: none"> ■ Notes from research ■ Planned activities

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Notes

Guidance on simulation can be found in the **Assessment Strategy**. Where permitted, simulation should only be undertaken in a minority of situations, for example where there is a potential risk to the learner or others. To be effective, simulation must succeed in recreating the atmosphere, conditions and pressures of the real situation.

A holistic approach has been taken to provide examples of activities and evidence which cover performance criteria within and across units. This promotes efficient and effective gathering of evidence.

H5NB 04 Support the Health and Safety of Yourself and Individuals

Performance Criteria What the learner needs to be able to do to demonstrate competence within the unit	Examples of work-based activities which may support learners to develop the required practical skills in the unit	Examples of evidence which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)
<p>Carry out health and safety checks before you begin work activities</p> <p>P1 Make sure that you are aware of the setting's health, safety and security procedures before you begin work activities</p>	<ul style="list-style-type: none"> ■ Reading or attending an induction to the buildings for evacuation protocols 	<p>Evidence for the unit:</p> <ul style="list-style-type: none"> ■ Records of confirmation of attendance at induction ■ Reflective log/diary detailing work activities carried out ■ Observation of practice indicating the competence and confidence of the learner ■ Witness testimony from the individual or mentors in the workplace describing and confirming the activity the learner has undertaken ■ Records of questions or professional discussion between the assessor and the learner regarding work-based activities
<p>P2 Check any risk assessments relating to work activities before you begin</p> <p>P3 Use risk assessments to plan and carry out your work</p> <p>P4 Examine the areas in which you work and any equipment to be used, to ensure that they are safe and hazard free and conform to legal and work setting requirements for health and safety</p>	<ul style="list-style-type: none"> ■ Supporting staff to conduct periodic health and safety checks on the environment (e.g. fire checks, legionella incorporating water temperature checks and record the findings) 	<p>▲ See P1</p>

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Performance Criteria	Examples of work-based activities	Examples of evidence
<p>P5 Wherever possible, remove hazards that might pose a health and safety risk to yourself and other people</p> <p>P6 Report any health and safety issues as required in the work setting</p>	<ul style="list-style-type: none"> ■ Supporting individuals to plan menus/create shopping lists by checking fridge contents for use by dates and ingredient information in case of allergies 	<p>◀ See P1 (previous page)</p>
<p>P7 Operate within the limits of your own role and responsibilities in relation to health and safety</p> <p>P8 Follow requirements of the work setting to ensure that people know where you are at all times</p>	<ul style="list-style-type: none"> ■ Utilising the organisations sign / out procedures to the building ■ Wearing the appropriate clothing / footwear ■ Supporting the individual to participate in activities within the environment 	<p>◀ See P1 (previous page)</p>
<p>P9 Ensure that your own health and hygiene do not pose a threat to others</p>	<ul style="list-style-type: none"> ■ Washing hands regularly and after moving around the environments 	<p>◀ See P1 (previous page)</p>
<p>P10 While working with individuals, take account of their preferences and needs when you ensure their health and safety and your own</p>	<ul style="list-style-type: none"> ■ Supporting individuals to wash their hands regularly or before and after each activity 	<p>◀ See P1 (previous page)</p>
<p>P11 Check that people who are present have a right to be there</p> <p>P12 Check for hazards and health, safety and security risks whilst you are working</p> <p>P13 Take appropriate action if you identify the likelihood of an accident, injury or harm</p> <p>P14 Work with others to minimise potential risks</p> <p>P15 Use approved methods and procedures when undertaking potentially hazardous work activities</p> <p>P16 Report any health and safety issues in the place you are working that may put yourself and others at risk</p>	<ul style="list-style-type: none"> ■ Supporting the individual to participate in social activities - this may involve the individual being in a group in which the risk is increased for trip hazards ■ Supporting the individual to access external environments by encouraging the use of appropriate clothing 	<p>◀ See P1 (previous page)</p>

Performance Criteria	Examples of work-based activities	Examples of evidence
<p>P17 Complete health, safety and security records according to legal and work setting requirements</p> <p>P18 Seek additional support to resolve health and safety problems when necessary</p> <p>P19 Take appropriate action to deal with health and environmental issues</p>	<ul style="list-style-type: none"> ■ Completing records relating to attendance in line with organisation requirements ■ Supporting staff to conduct periodic health and safety checks on the environment. 	<p>◀ See P1 (previous page)</p>
<p>P20 Summon assistance appropriate to the emergency</p> <p>P21 Support individuals during the emergency</p> <p>P22 Provide assistance within your own competence until someone who is qualified to deal with the emergency is available</p> <p>P23 Support others who may be affected by the emergency</p> <p>P24 Report on emergencies according to legal and work setting requirements</p>	<ul style="list-style-type: none"> ■ Providing guidance and advice on emergency procedures ■ Monitoring individuals in the environment for signs of distress or illness ■ Acting on any emergency involving any individual and undertaking instruction from staff members without question 	<p>◀ See P1 (previous page)</p>

Notes

Given the nature of work within the social services and healthcare environment, it is expected that there are certain activities a Foundation Apprentice may not be able to carry out. Responsibility for arranging fire evacuation drills should be avoided, however attendance or involvement is welcomed. Conducting vehicle checks also should not be carried out by a Foundation Apprentice.

Foundation apprentices should not participate or undertake emergency treatment including CPR unless the staff member is incapacitated and the individual's life is at risk. Accessing ladders or store cupboards, handling hazardous material / liquids and handling or accessing medications should be avoided.

A holistic approach has been taken to provide examples of activities and evidence which may cover performance criteria within and across units. This promotes efficient and effective gathering of evidence.

Guidance on simulation can be found in the **Assessment Strategy**. Where permitted, simulation should only be undertaken in a minority of situations, for example where there is a potential risk to the learner or others. To be effective, simulation must succeed in recreating the atmosphere, conditions and pressures of the real situation.