



Making Sure You Have Got What It Takes

Core Competencies for Portage Practitioner

Making Sure You Have Got What It Takes

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Overview of Skills and Knowledge Base of the Core Competencies for Portage Practitioners.

There are four sections to 'Making Sure You Have Got What it Takes'.

Section 1 - The Guidance explains how the three elements of the pack work together in supporting the developing practice of the newly trained Portage Practitioner.

Section 2 - Core Competencies for Portage Practitioners is intended to be used by Portage service supervisors and managers to draw up a programme of development for newly trained Portage Practitioners. Support to the newly trained Portage Practitioner could be given

by the Portage service supervisor and /or an experienced nominated peer but the overall responsibility for the completion of the process rests with the Portage service supervisor.

Section 3 - Record of Achievement enables the newly trained Portage Practitioner to record evidence and celebrate the success of working towards NPA recognition as a fully competent Portage Practitioner. It is important to ensure that families receiving Portage have the opportunity to contribute to this process in whatever way is appropriate e.g. by confirming evidence that is presented.

Section 4 – Overview of Skills and Knowledge Base enables Portage practitioners to see at a glance the skills and knowledge base needed to become a fully competent Portage Practitioner.

GUIDANCE FOR

MAKING SURE YOU'VE GOT WHAT IT TAKES

Introduction

The National Portage Association is committed to promoting quality services that are:

- *family centred;*
- *well co-ordinated;*
- *accessible;*
- *competent;*
- *accountable;*
- *working in partnership with other agencies.*

To be recognised by the National Portage Association as a Portage Practitioner, all those working in a home visiting capacity must, in addition to other qualifications they may have, successfully complete initial Portage training.

Initial training comprises:

- *attendance on a Portage Workshop offering the core curriculum approved by the NPA (Part 1); followed by:*
- *a training period of at least six months where new practitioners are regularly observed on home visits, receive individual supervision from experienced Portage Practitioners/Portage supervisors and demonstrate their ability to:*
 - *Provide support to individual children and families in a sensitive and flexible manner across the three elements of the Portage model*
 - *Work effectively with other agencies (Part 2)*

The purpose of this document is to clarify in detail the skills and knowledge that must be acquired by a newly trained Portage Practitioner before they can be considered fully competent to deliver a quality Portage service to families.

The skills and knowledge needed by a competent Portage Practitioner have been presented in five sections:

- Family Partnership
- Multi-agency Working
- Planning, Recording and Sharing activities in the home
- Continuing Personal Development
- Continuing Professional Development

Overall a total of 33 competencies have been identified (see Appendix 1 Overview of Skills and Knowledge Base), together with relevant Learning Outcomes and corresponding Assessment Criteria that will enable Portage Practitioners to present evidence of their achievements.

There are several important benefits to Portage services to use a single framework for ensuring the development of competence in Portage Practitioners.

Using this framework of professional competencies will:

- establish national standards valid across Portage services
- enable supervisors and managers to monitor the progress of newly trained Portage Practitioners in a structured way
- enable Portage Practitioners to monitor their own achievements and progress
- enable supervisors, managers and Portage Practitioners to:
 - identify learning opportunities that need to be provided through appraisal
 - plan appropriate continuing professional and personal development
- enable Portage Practitioners to build up a portfolio of their achievements

- raise awareness of the skills and knowledge base of competent Portage Practitioners
- enhance parental involvement through evidence they provide.

GUIDANCE FOR

MAKING SURE YOU'VE GOT WHAT IT TAKES

The process of becoming a competent Portage Practitioner requires the successful completion of a Portage Workshop offering the core curriculum approved by the NPA (Part 1), followed by the development of core competencies, over time and through experience, to ensure the delivery of high quality Portage provision to support families (Part 2).

This is an ongoing, supportive process designed to celebrate achievements and identify opportunities for further personal and professional development.

Roles and Responsibilities

This document provides a framework for Portage Practitioners to complete Part 2 of their Portage training. During this process the Portage Practitioner will work with their Portage supervisor and a supporting Portage practitioner. Each will have designated roles and responsibilities.

The Portage supervisor should ensure that:

- the process is supportive and empowering for the newly trained Portage Practitioner and takes into account the pace of their experiences and opportunities within their Portage work
- an experienced Portage Practitioner is nominated to support the newly trained Portage Practitioner through the process (this may or may not be a role undertaken by the Portage supervisor)
- dedicated time is made available for the process to be completed
- necessary continuing professional development opportunities are available

- opportunities to gain necessary experience and achieve the learning outcomes are available to the newly trained Portage Practitioner
- opportunities are available for the newly trained Portage Practitioner to make joint Portage home visits with an experienced Portage Practitioner
- agreement is reached that the competencies have been achieved
- all achievements are celebrated.

The supporting Portage Practitioner should ensure that:

- dedicated time is made available for the process to be completed
- the nature of appropriate evidence needed to satisfy the assessment criteria and corresponding timescales are agreed
- dedicated time is available for discussion of evidence presented and completion of the corresponding Record of Achievement
- the supervisor is informed about the progress of the newly trained Portage Practitioner

The newly trained Portage Practitioner should ensure that:

- their personal Record of Achievement is kept up to date
- they identify and highlight their own learning and training needs
- they take advantage of necessary learning opportunities and training that are offered
- they present evidence of achieved learning outcomes to their supervisor/supporting Portage Practitioner within agreed timescales.

The Evidence

The primary purpose of this process is to ensure that quality Portage services are delivered to families by Portage Practitioners, able to demonstrate a high level of competency. For this reason, it is preferable that wherever possible, evidence of competence is presented from Portage practice. However, other recent relevant professional experience may also be provided as part of the process with the agreement of the Portage supervisor. This will be

especially relevant for Portage Practitioners who are, for example, seconded to a Portage service.

The process whereby evidence is presented can take place in meetings between the newly trained Portage Practitioner and the supporting Portage practitioner and can become part of the supervision process, taking place within both individual supervision and team meetings. It should also be viewed as a process of continuing professional development occurring between induction into a service and subsequent appraisal sessions.

The format of appropriate evidence is suggested by the specific assessment criteria detailed in the Core Competencies section of the materials. Where retrospective evidence of training is presented, this must be agreed with the Portage supervisor and have been undertaken within approximately the previous three years.

The evidence must be of competencies undertaken by the newly trained Portage Practitioners themselves and can be presented in any of the following ways:

- during joint home visits where a particular learning outcome is observed
- verbally during meetings
- in writing, as specified in the assessment criteria
- as a reflective log detailing training attended or experiences gained during joint Portage home visits with an experienced Portage Practitioner - the log or diary should reflect on the nature and relevance of what has been learned and how this will influence future Portage practice and continuing professional development needs.

It is essential for the evidence presented to be referenced using the Record of Achievement, so that there is a record of how and when each competency was achieved and celebrated. It is possible however for one piece of evidence to satisfy several assessment criteria e.g. a

record/account of a home visit may include the necessary evidence for several assessment criteria.

The section “**Record of Achievement**” provides the format for a booklet which must be completed. In addition, the newly trained Portage Practitioner may choose to compile a Portfolio of Evidence, which may include the Record of Achievement. It will be necessary to tabulate the evidence and note the relevant Portfolio reference against each assessment criteria. A separate sheet will not necessarily be needed for each item as one piece of evidence may meet several assessment criteria.

Time scales

The introduction of this process to a newly trained Portage Practitioner is at the discretion of the Portage supervisor. Some may choose to introduce the materials as part of the induction process, while others may feel it is more appropriate to wait until the Portage Practitioner has experience of their Portage role.

There is no time limit on the process which is an ongoing part of appraisal, personal and professional development as well as providing opportunities for celebrating success. A full time Portage Practitioner is likely to complete the process more quickly than a seconded or voluntary Portage Practitioner, working with fewer families. Where the process is likely to take a long time, it is important for the Portage supervisor to negotiate with the newly trained Portage Practitioner appropriate small steps and short-term goals to ensure a sense of achievement is maintained.

It is recommended that newly trained Portage Practitioners should be observed regularly on Portage home visits and receives individual supervision. It is envisaged that the process of developing competence, described here, will fit into the already existing good practice of a Portage service adhering to the NPA Code of Practice 2016.

References

National Portage Association *NPA Code of Practice Revised 2016.*

Abbreviations used

CC	Core Competencies
CPerD	Continuing Personal Development
CProfD	Continuing Professional Development
FP	Family Partnership
MAW	Multi-agency Working
NPA	National Portage Association
PP	Portage Practitioner
PRSA	Planning, Recording and Sharing Activities in the home

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Core Competencies for Portage Practitioners Family Partnership

Skills and Knowledge Base	Learning Outcomes	Assessment Criteria	Notes
<i>Portage Practitioners must have knowledge of / ability to:</i>	<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>	The focus of this section is understanding family dynamics and incorporating this knowledge into the development of a successful Portage partnership
A. Respect and value the everyday lives of all families receiving Portage	A1. Adapt flexibly to reflect the diversity of experience, resources, expectations, cultural, religious and linguistic differences of each family	A1.1. Have given an example of how their practice has met the individual needs of a family	
	A2. Understand the dynamics of successful partnerships	A2.1. Have given an example, drawn from their current practice, of steps they have taken to create a successful partnership with a family	
	A3. Recognise the importance of working flexibly to involve all family members in Portage home visits and activities	A3.1. Have given an example of how they have involved family members other than the child's parents in Portage home visits and activities	
B. Understand and value the uniqueness of every family receiving Portage	B1. Work with a family to help them to identify what is important to them	B1.1. Have given an example of how information provided by the family has influenced their working practice	
	B2. Work flexibly within the daily experiences and routines of a family	B2.1. Have given an example of how they have responded flexibly to the daily experiences and routines of a family receiving Portage	

Skills and Knowledge Base	Learning Outcomes	Assessment Criteria	Notes
<i>Portage Practitioners must have knowledge of / ability to:</i>	<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>	
C Empower families receiving Portage to become effective educators of their own child, Empower families receiving Portage to become effective educators of their own child	C1. Work with a family to enable them to take the lead role in the partnership with the Portage Practitioner	Cl.1. Have described the steps they have taken to establish the desired environment and relationship by giving an example for each of the Learning Outcomes in C1, C2 and C3	The main focus of this section is the empowerment of families and the development of the relationship between them and their Portage Practitioner Evidence used in other sections can be resubmitted here to illustrate this development
	C2. Create a positive environment and establish a relationship where the Portage Practitioner and a family learn from each other and actively share their respective knowledge and skills on an equal basis		
	C3. Develop, in partnership with a family, a structured teaching programme for their child		
	C4. Work with a family to plan and create an environment in the home where the child feels safe and motivated to explore their world as independently as possible	C4.1 Have given examples of how a family have selected and used toys and everyday equipment and experiences within the home to support their child's learning	
	C5. Support a family within the partnership to monitor and review progress and celebrate success	C5.1. Have given examples of how a family has been involved in monitoring and reviewing the child's progress and celebrating success	

Skills and Knowledge Base	Learning Outcomes	Assessment Criteria	Notes
<i>Portage Practitioners must have knowledge of / ability to:</i>	<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>	
D. Enable families receiving Portage to access services and support within their community	D1. Help a family to develop their understanding of opportunities available to them within their communities	D1.1. Have provided information to a family about how to access local amenities, support and services	It is essential to view transition as any period of change during the time a family is receiving Portage and must be seen as an ongoing process requiring careful planning. This evidence could include discussions, visits, providing information, supporting families in preparing a personal passport or contributing to Family Service Plans.
	D2. Support a family through periods of transition by helping them through the process. These could include starting playgroup, going to a support group or child development group, starting nursery or school or leaving Portage	D2.1. Describe how they and the family have worked together through a period of transition such as starting playgroup, going to a support group or child development group, starting nursery or school or leaving Portage	
E. Build a shared understanding of the child's gifts, abilities, preferences and support need with each family receiving Portage	E1. Work in partnership with a family to develop, through child led play, a shared understanding of the child's gifts, abilities, preferences and support needs	E1.1. Have provided evidence that they have worked with a family to identify the child's preferences and emerging skills and have planned how these can be extended within the family day	The main focus of this section is the child led play element of the Portage model

Core Competencies for Portage Practitioners Multi-agency Working

Skills & Knowledge Base	Learning Outcomes	Assessment Criteria	Notes
<i>Portage Practitioners must have knowledge of / ability to:</i>	<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>	
A. Local agencies and early years support services, may include those provided by: • Children & Family Services • Children's Centres • Health Services • Voluntary Sector • Benefits Agencies	A1. Understand the function of local early years support services and other relevant agencies	A1.1. Have informed a family about relevant local services as requested	The focus of this section is a knowledge of local provision
	A2. Access relevant departments/services within these agencies and understand their referral policies and procedures	A2.1. Have produced the contact details of local services for a family on request	
B. Support families receiving Portage in identifying their needs and give them information about agencies, services, support groups etc.	B1. Enable a family to assess their need for additional support and how this can best be met from available support services	B1.1. Have supplied a family with relevant information on request	The focus of this section is responding to families' needs and understanding the scope of the Portage Practitioner role
C. Explain the organisation of the Portage service they work for and the parameters of their role as a Portage Practitioner	C1. Present information about the Portage service they work for, to another professional	C1.1. Have given information about the Portage service they work for, to another professional	The focus of this section is being able to explain the organisation of their Portage service and their role within it
	C2. Explain their role as a Portage Practitioner with a family	C2.1. Have given information about their role as a Portage Practitioner	

D. Roles of other professionals who may be involved with families receiving Portage	D1. Understand the roles of other specialists supporting families	D1.1. Have described the basic roles of support professionals/services working with families	The focus of this section is a working knowledge of the roles of other professionals
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Skills & Knowledge Base	Learning Outcomes	Assessment Criteria	Notes
<i>Portage Practitioners must have knowledge of / ability to:</i>	<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners has achieved this outcome when they:</i>	The focus of this section is to ensure effective multi-agency working practices which reflect the views of the family and their needs
E. Work with other professionals to support families receiving Portage	E1. Liaise with others within the multi-professional team supporting a family	E1.1. Have exchanged information about a child's Portage programme, either during a joint Portage home visit or professional consultation or at a multi-professional meeting where the family is present	
	E2. Facilitate communication between a family and professionals	E2.1. Have exchanged information with other professionals within the bounds of the Service policy on confidentiality	
F. Incorporate into their planning with families relevant advice & guidance given by other professionals / agencies	F1. Incorporate advice from other professionals into the planned support with a family.	F1.1. Have produced two examples of planning that has been informed by liaison with other professionals/agencies.	
G. Support families receiving Portage in their consultations with other professionals	G1. Support a family in their planning for a consultation with another professional	G1.1. Have produced one example of a strategy used to help a family plan for their consultation with another professional	The Portage Practitioner may attend the consultation but this is not essential

Core Competencies for Portage Practitioners Planning, Recording and Sharing Activities

Skills & Knowledge Base	Learning Outcomes	Assessment Criteria	Notes
<i>Portage Practitioners must have knowledge of / ability to:</i>	<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>	
A. Plan effectively for a Portage home visit	A1. Anticipate and plan for the Child Led Play, Family Focus and Structured Teaching elements of the Portage home visit	A1.1 Have shown that their planning for a series of Portage home visit has included all three elements of the Portage model	Portage Practitioners must be able to demonstrate that they can manage appropriately the three elements of the Portage model during home visits This is probably best assessed by observation during at least one joint Portage home visit and supported by written information in children's files
		A1.2 Have shown how they have prepared for a series of Portage home visits by collecting together appropriate toys, equipment and recording materials	
		A1.3 Have given evidence of having managed their time flexibly during a series of Portage home visits in response to individual family's needs	
		A1.4 Have shown how they have used 'plan, do, review' cycle to evaluate the outcome of their planning for a series of Portage home visits	
B. Complete a positive holistic assessment of a child's skills	B1. With a family, assess what their child can do and identify emerging skills	B1.1. Have given evidence that a full Holistic Assessment has been completed with the family	The focus of this section is the use of the holistic approach to assessment

in the home with families receiving Portage	using a holistic approach including child led play, observation, discussion and checklists as appropriate		
Skills & Knowledge Base	Learning Outcomes	Assessment Criteria	Notes
Portage Practitioners must have knowledge of / ability to:	Portage Practitioners must be able to:	Portage Practitioners have achieved this outcome when they:	
C. Work with families receiving Portage to set Long Term Goals for their child in the home	C1. Record realistic Long Term Goals in negotiation with a family and other relevant professionals	C1.1. Have shown they have recorded a child's Long Term Goals which were set in negotiation with the family and other professionals	The focus of this section is based on the principle that long term goals are set in negotiation with the family and other professionals
D. Identify the small steps to achieving a long term goals with families	D1. Analyse the small steps which may be used to help a child learn a new skill	D1.1. Have demonstrated how they have used the small steps approach to facilitate a child's learning	The focus of this section is to support the family's understanding of the value of using the small steps approach to learning
E. Plan and model an activity which will support their child's learning, with families receiving Portage	E1. Plan appropriate activities with a family which supports their child's learning	E1.1. Have demonstrated that they have engaged with a family to plan an appropriate activity	The focus of this section is to ensure that the Portage Practitioner can engage with the family and child in appropriate and fun activities which supports the child's learning This is probably best assessed by observation during a joint Portage home visit
	E2. Model the agreed activity	E2.1 Have demonstrated modelling of the agreed activity	
F. Engage with families receiving Portage to share and use appropriate	F1.	F1.1. Have produced a range of completed records of activities which must include: An open-ended activity	The focus of this section is to demonstrate the Portage Practitioner's competency in sharing and using recording

recording methods in the home	Understand and use a variety of methods for recording children's learning	An outcome focused activity which contains all the necessary elements	methods which are appropriate for individual families
G. Review goals, at least six monthly, with families receiving Portage and produce reports within the requirements of the National Portage Association Code of Practice (2016)	G1. Review goals, at least six monthly, with a family and celebrate successes	G1.1. Have produced review records which highlight and celebrate a child's achievements	The focus for this section is on preparing reports that highlight and celebrate the child's achievements and thus inform future planning
	G2. Contribute to reports within the requirements of the National Portage Association Code of Practice (2016)	G2.1. Have produced or contributed to reports within the requirements of the National Portage Service Code of Practice (2016)	
H. Attend and contribute to Portage supervision at least fortnightly	H1. Access Supervision and present relevant information	H1.1. Have attended and contributed to supervision sessions at least fortnightly	The focus of this section is to emphasise the value of the reciprocal nature of supervision for all Portage team members For more information see NPA Revised Code of Practice (2016) Supervision and Team Meetings

Core Competencies for Portage Practitioners Continuing Personal Development

Skills and Knowledge Base	Learning Outcomes	Assessment Criteria	Notes
<i>Portage Practitioners must have knowledge of / ability to:</i>	<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>	
A. Work independently with families using the Portage model of service delivery, within the context of supervised practice	A1. Demonstrate the ability to work independently with a family to plan, develop and implement an individual Portage programme, within the context of supervised practice	A1.1. Have produced records of home visits they have independently made showing planning, development and implementation of a child's Portage programme	The focus of this section is the Portage Practitioner's ability to work independently with families receiving Portage
B. Their own role and support needs as a Portage Practitioner	B1. Understand the parameters of their role as a Portage Practitioner	B1.1. Have given information about their role as a Portage Practitioner	
		B1.2. Have demonstrated that they can recognise when it would be more appropriate to share support of the family with another agency or refer the family on	An understanding of these parameters can be demonstrated through discussion at supervision

	B2. Identify issues of personal development in relation to their role as a Portage Practitioner	B2.1. Have identified with their Portage supervisor within the services' appraisal system, their personal training needs e.g. assertiveness, lone working, stress management, balancing team working and personal bias	The NPA Code of Practice (2016) states that all staff must have their full training needs regularly reviewed and have opportunities provided for ongoing training
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Skills and Knowledge Base	Learning Outcomes	Assessment Criteria	Notes
<i>Portage Practitioners must have knowledge of / ability to:</i>	<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>	The focus of this section is to emphasise the value of the reciprocal nature of individual and group supervision for all Portage team members Some of the evidence provided for PRSA (H) may be appropriate here
C. Use supervision effectively in line with the NPA Code of Practice (2016)	C1. Demonstrate an understanding of how to use supervision effectively	C1.1. Have attended supervision meetings weekly or fortnightly, in line with their local Portage service practice (no time scale has been given for this because supervision is an ongoing integral part of Portage service delivery)	
		C1.2. Have prepared a range of appropriate issues to discuss during supervision	
		C1.3. Have analysed how issues raised in supervision have informed their practice	

D. Work to the standards of confidentiality outlined in the NPA Code of Practice (2016)	D1. Demonstrate they can share information whilst maintaining the required standards of confidentiality	D1.1. Have explained the NPA and their Portage service policy on confidentiality	The focus of this section is to ensure Portage Practitioners work within the bounds of confidentiality for children, families and other support professionals and services
E. Relate positively to children in families receiving Portage	E1. Understand how to relate positively to children in families receiving Portage	E1.1. Have identified the factors which may affect their relationship with the children and families receiving Portage	
		E1.2. Have related personal practice which has enabled positive relationships to develop with children	
Skills and Knowledge Base	Learning Outcomes	Assessment Criteria	Notes
<i>Portage Practitioners must have knowledge of / ability to:</i>	<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>	
F. Actively listen to families receiving Portage, without prejudice	F1. Understand the basic components of active listening skills	F1.1. Have been observed using simple active listening skills	
		F1.2. Have given an example, within the bounds of confidentiality, of how they have responded flexibly and sensitively to information the family has shared with them	This skill is best assessed by observation during a Portage home visit
G. Use a range of communication skills effectively with families receiving Portage and other support professionals	G1. Communicate effectively through the use of a range of communication skills	G1.1. Have demonstrated they have used effective communication skills for a range of settings, situations and recipients	It is important here that Portage Practitioners understand the impact of written, verbal and non-verbal forms of communication

		G1.2. Have demonstrated they can use information technology effectively to support their practice	
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**Core Competencies for Portage Practitioners
Continuing Professional Development**

Skills and Knowledge Base	Learning Outcomes	Assessment Criteria	Notes
<i>Portage practitioners must have knowledge of / ability to:</i>	<i>Portage practitioners must be able to:</i>	<i>Portage practitioners have achieved this outcome when they:</i>	
A. NPA Code of Practice (2016) and other NPA literature	A1. Demonstrate that they are working within the guidelines given in the NPA Code of Practice (2016) and other NPA literature	A1.1. Have given one example of how their work within Portage conforms to the NPA Code of Practice (2016) for the section's relation to: • Home Visiting, Supervision and Team Meetings • The Portage Model for Service Delivery • Portage Teams – Roles and Responsibilities • Training • Ethical Guidelines	The focus of this section is to ensure Portage practitioners are familiar with the NPA Code of Practice (2016) and the importance of implementing it in their work with families
	A2. Demonstrate that they have a working knowledge of the Data Protection Act	A2.1. Have explained how they have implemented Data Protection with reference to their work with families	

Skills and Knowledge Base	Learning Outcomes	Assessment Criteria	Notes
<i>Portage practitioners must have knowledge of / ability to:</i>	<i>Portage practitioners must be able to:</i>	<i>Portage practitioners have achieved this outcome when they:</i>	
B. Safeguarding procedures in their Portage Service	B1. Understand their Portage service guidelines and procedures regarding Safeguarding procedures issues, including their own role and responsibilities	B1.1. Have produced a reflective log after attending Safeguarding training that includes an account of their own role and responsibilities within their Portage service	The NPA Code of Practice (2016) recommends that all Portage practitioners have received Safeguarding Training Relevant training undertaken within approximately the previous three years may be considered here. The nature of a 'Reflective Log' is detailed in the Guidance (p 9)
		B1.2 Have accessed information on service guidelines and procedures for Safeguarding	
C. Disability Equality issues	C1. Understand the barriers that are faced by disabled people and their families	C1.1 Have produced a reflective log after attending Disability Equality training	The NPA aims to play a part in minimising the disabling barriers that confront young children and their families receiving Portage Relevant training undertaken within approximately the previous three years may be considered here. The nature of a 'Reflective Log' is detailed in the Guidance (p 9)
D. Equal Opportunity issues	D1. Recognise that we live in a diverse society and reflect this in their Portage practice	D1.1. Have explained how they reflect diversity in society in their Portage practice	

Skills and Knowledge Base	Learning Outcomes	Assessment Criteria	Notes
<i>Portage practitioners must have knowledge of / ability to:</i>	<i>Portage practitioners must be able to:</i>	<i>Portage practitioners have achieved this outcome when they:</i>	
	D2. Recognise that there are inequalities throughout society and reflect this in their Portage practice.	D2.1. Have explained how they reflect equality of opportunity in their Portage practice.	
	D3. Demonstrate they have a working knowledge of their Portage service policy on Equal Opportunities	D3.1. Have explained how their Portage service Equal Opportunities policy is reflected in their Portage service practice	

Skills and Knowledge Base	Learning Outcomes	Assessment Criteria	Notes
<i>Portage practitioners must have knowledge of / ability to:</i>	<i>Portage practitioners must be able to:</i>	<i>Portage practitioners have achieved this outcome when they:</i>	
E. Further professional development opportunities	E1. Develop their knowledge base about a specific disability and its implications for children's learning	E1.1. Have produced a reflective log on new skills, knowledge and understanding gained through further professional development	The aim of this section is to ensure that Portage Practitioners have opportunities for continuing professional development which meet their own needs and those of the families receiving Portage and the Portage service. The use of training opportunities offered by the NPA or other professional bodies are equally appropriate here. Relevant training undertaken within approximately the previous three years may be considered here. The nature of a 'Reflective Log' is detailed in the Guidance (p 9)
	E2. Develop their knowledge base in one additional area	E2.1 Have produced a reflective log on new skills, knowledge and understanding gained through further professional development	
F1. Developments in both national and local early years' policy and practice	F1.1 Incorporate appropriate national and local early years' policy and initiatives in their Portage practice	F1.1 Have identified how current Portage practice reflects early years' initiatives	
	F2 Comply with developments and recommendations from the NPA	F2.1 Have explained how their service has implemented or intend to implement NPA recommendations	

Using your Record of Achievement

When working towards the National Portage Association's Certificate of recognition as a Portage Practitioner you will need to demonstrate that you have attained certain Core Competencies.

This booklet provides:

1. A list of the Core Competencies you will need to attain;
2. A record of Achievement for you to record your progress.

Suggestions on how to provide and record evidence of your achievements is provided in the guidance which accompanies the pack ***Making Sure You Have Got What It Takes – Core Competencies for Portage Practitioners.***

**Core Competencies for Portage Practitioner's
Record of Achievement
Family Partnership**

Learning Outcomes	Assessment Criteria	Record of your achievement with a signature of a person who shared your success	Date celebrated
<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>		
A1. Adapt flexibly to reflect the diversity of experience, resources, expectations, cultural, religious and linguistic differences of each family	A1.1. Have given an example of how their practice has met the individual needs of a family		
A2. Understand the dynamics of successful partnerships	A2.1. Have given an example, drawn from their current practice, of steps they have taken to create a successful partnership with a family		
A3. Recognise the importance of working flexibly to involve all family members in Portage home visits and activities	A3.1. Have given an example of how they have involved family members other than the child's parents in Portage home visits and activities		
B1. Work with a family to help them to identify what is important to them	B1.1. Have given an example of how information provided by the family has influenced their working practice		
B2 Work flexibly within the daily experiences and routines of a family	B2.1. Have given an example of how they have responded flexibly to the daily		

	experiences and routines of a family receiving Portage		
Learning Outcomes	Assessment Criteria	Record of your achievement with a signature of a person who shared your success	Date celebrated
<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>		
C1. Work with a family to enable them to take the lead role in the partnership with the Portage Practitioner	CI.1. Have described the steps they have taken to establish the desired environment and relationship by giving an example for each of the Learning Outcomes in C1, C2 and C3		
C2. Create a positive environment and establish a relationship where the Portage Practitioner and a family learn from each other and actively share their respective knowledge and skills on an equal basis			
C3. Develop, in partnership with a family a structured teaching programme for their child			
C4. Work with a family to plan and create an environment in the home where the child feels safe and motivated to explore their world as independently as possible	C4.1. Have given examples of how a family have selected and used toys and everyday equipment and experiences within the home to support their child's learning		
C5. Support a family within the partnership to monitor and review progress and celebrate success	C5.1. Have given examples of how a family has been involved in monitoring and reviewing the child's progress and celebrating success		
D1. Help a family to develop their understanding of opportunities available to them within their communities	D1.1. Have provided information to a family about how to access local amenities, support and services	D1.1. Have provided information to a family about how to access local amenities, support and services	

D2. Support a family in the transition process as their child moves on from Portage	D2.1. Describe how they and the family have worked together to prepare for the child moving on from Portage		
E1. Work in partnership with a family to develop, through child led play, a shared understanding of the child's gifts, abilities, preferences and support needs	E1.1 Have provided evidence that they have worked with a family to identify the child's preferences and emerging skills and have planned how these can be extended within the family day		

Core Competencies for Portage Practitioners
Record of Achievement
Multi-agency Working

Learning Outcomes	Assessment Criteria	Record of your achievement with a signature of a person who shared your success	Date celebrated
<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>		
A1. Understand the function of local early years support services and other relevant agencies	A1.1. Have informed a family about relevant local services as requested		
A2. Access relevant departments/services within these agencies and understand their referral policies and procedures	A2.1. Have produced the contact details of local services for a family on request		
B1. Enable a family to assess their need for additional support and how this can best be met from available support services	B1.1. Have supplied a family with relevant information on request		
C1. Present information about the Portage service they work for, to another professional	C1.1. Have given information about the Portage service they work for, to another professional		
C2. Explain their role as a Portage Practitioner with a family	C2.1. Have given information about their role as a Portage Practitioner		

Learning Outcomes	Assessment Criteria	Record of your achievement with a signature of a person who shared your success	Date celebrated
<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>		
D1. Understand the roles of other specialists supporting families	D1.1. Have described the basic roles of support professionals/services working with families		
E1. Liaise with others within the multi-professional team supporting a family	E1.1. Have exchanged information about a child's Portage programme, either during a joint Portage home visit or professional consultation or at a multi-professional meeting where the family is present		
E2. Facilitate communication between a family and professionals	E2.1. Have exchanged information with other professionals within the bounds of the Service policy on confidentiality		
F1. Incorporate advice from other professionals into the planned support with a family.	F1.1. Have produced two examples of planning that has been informed by liaison with other professionals/agencies.		
G1. Support a family in their planning for a consultation with another professional	G1.1. Have produced one example of a strategy used to help a family plan for their consultation with another professional		

Core Competencies for Portage Practitioners
Record of Achievement
Planning, Recording and Sharing Activities

Learning Outcomes	Assessment Criteria	Record of your achievement with a signature of a person who shared your success	Date celebrated
<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>		
A1. Anticipate and plan for the Child Led Play, Family Focus and Structured Teaching elements of the Portage home visit	A1.1. Have shown that their planning for a series of Portage home visits has included all three elements of the Portage model		
	A1.2. Have shown how they have prepared for a series of Portage home visits by collecting together appropriate toys, equipment and recording materials		
	A1.3. Have given evidence of having managed their time flexibly during a series of Portage home visits in response to individual family's needs		
	A1.4. Have shown how they have used 'plan, do, review' cycle to evaluate the outcome of their planning for a series of Portage home visits		

Learning Outcomes	Assessment Criteria	Record of your achievement with a signature of a person who shared your success	Date celebrated
<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>		
B1. With a family, assess what their child can do and identify emerging skills using a holistic approach including child led play, observation, discussion and checklists as appropriate	B1.1 Have given evidence that an Holistic Assessment has been completed with the family		
C1. Record realistic Long Term Goals in negotiation with a family and other relevant professionals	C1.1 Have shown they have recorded a child's Long Term Goals which were set in negotiation with the family and other professionals		
D1. Analyse the small steps which may be used to help a child learn a new skill	D1.1 Have demonstrated how they have used the small steps approach to facilitate a child's learning		
E1. Plan appropriate activities with a family which supports their child's learning	E1.1 Have demonstrated that they have engaged with a family to plan an appropriate activity		
E2. Model the agreed activity	E2.1 Have demonstrated modelling of the agreed activity		
F1. Understand and use a variety of methods for recording children's learning	F1.1 Have produced a range of completed records of activities which must include: An open-ended activity An outcome focused activity which contains all the necessary elements		

Learning Outcomes	Assessment Criteria	Record of your achievement with a signature of a person who shared your success	Date celebrated
<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>		
G1. Review goals, at least six monthly, with a family and celebrate successes	G1.1 Have produced review records which highlight and celebrate a child's achievements		
G2. Contribute to reports within the requirements of the National Portage Association Code of Practice (2016)	G2.1 Have produced or contributed to reports within the requirements of the National Portage Service Code of Practice (2016)		
H1. Access Supervision and present relevant information	H1.1 Have attended and contributed to supervision sessions at least fortnightly		

***Core Competencies for Portage Practitioners
Record of Achievement
Continuing Personal Development***

Learning Outcomes	Assessment Criteria	Record of your achievement with a signature of a person who shared your success	Date celebrated
<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>		
A1. Demonstrate the ability to work independently with a family to plan, develop and implement an individual Portage programme, within the context of supervised practice	A1.1 Have produced records of home visits they have independently made showing planning, development and implementation of a child's Portage programme		
B1. Understand the parameters of their role as a Portage Practitioner	B1.1 Understand the parameters of their role as a Portage Practitioner		
	B1.2 Have demonstrated that they can recognise when it would be more appropriate to share support of the family with another agency or refer the family on		
B2. Identify issues of personal development in relation to their role as a Portage Practitioner	B2.1 Have identified with their Portage supervisor within the service's appraisal system, their personal training needs e.g. assertiveness, lone working, stress management, balancing team working and personal bias		

<i>Learning Outcomes</i>	Assessment Criteria	Record of your achievement with a signature of a person who shared your success	Date celebrated
<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>		
C1. Demonstrate an understanding of how to use supervision effectively	C1.1 Have attended supervision meetings weekly or fortnightly, in line with their local Portage service practice (no time scale has been given for this because supervision is an ongoing integral part of Portage service delivery)		
	C1.2 Have prepared a range of appropriate issues to discuss during supervision		
	C1.3 Have analysed how issues raised in supervision have informed their practice		
D1. Demonstrate they can share information whilst maintaining the required standards of confidentiality	D1.1 Have explained the NPA and their Portage service policy on confidentiality		
E1. Understand how to relate positively to children in families receiving Portage	E1.1 Have identified the factors which may affect their relationship with the children and families receiving Portage		
	E1.2 Have related personal practice which has enabled positive relationships to develop with children		

Learning Outcomes	Assessment Criteria	Record of your achievement with a signature of a person who shared your success	Date celebrated
<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>		
F1. Understand the basic components of active listening skills	F1.1 Have been observed using simple active listening skills		
	F1.2 Have given an example, within the bounds of confidentiality, of how they have responded flexibly and sensitively to information the family has shared with them		
G1. Communicate effectively through the use of a range of communication skills	G1.1 Have demonstrated they have used effective communication skills for a range of settings, situations and recipients		
	G1.2 Have demonstrated they can use information technology effectively to support their practice		

Core Competencies for Portage Practitioners
Record of Achievement
Continuing Professional Development

Learning Outcomes	Assessment Criteria	Record of your achievement with a signature of a person who shared your success	Date celebrated
<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>		
A1. Demonstrate that they are working within the guidelines given in the NPA Code of Practice (2016) and other NPA literature	A1.1 Have given one example of how their work within Portage conforms to the NPA Code of Practice (2016) for the sections relation to: • Home Visiting, Supervision and Team Meetings • The Portage Model for Service Delivery • Portage Teams – Roles and Responsibilities • Training • Ethical Guidelines		
A2. Demonstrate that they have a working knowledge of the Data Protection	A2.1 Have explained how they have implemented the Data Protection with reference to their work with families		

Learning Outcomes	Assessment Criteria	Record of your achievement with a signature of a person who shared your success	Date celebrated
<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>		
B1. Understand their Portage service guidelines and procedures regarding Safeguarding issues, including their own role and responsibilities	B1.1 Have produced a reflective log after attending Safeguarding training that includes an account of their own role and responsibilities within their Portage service guidelines The nature of a 'Reflective Log' is detailed in the Guidance (p 9)		
	B1.2 Have accessed information on service guidelines and procedures for Safeguarding issues		
C1. Understand the barriers that are faced by disabled people and their families	C1.1 Have produced a reflective log after attending Disability Equality Training The nature of a 'Reflective Log' is detailed in the Guidance (p 9)		
D1. Recognise that we live in a diverse society and reflect this in their Portage practice	D1.1 Have explained how they reflect diversity in society in their Portage practice		
D2. Recognise that there are inequalities throughout society and reflect this in their Portage practice	D2.1 Have explained how they reflect equality of opportunity in their Portage practice		

Learning Outcomes	Assessment Criteria	Record of your achievement with a signature of a person who shared your success	Date celebrated
<i>Portage Practitioners must be able to:</i>	<i>Portage Practitioners have achieved this outcome when they:</i>		
E1. Develop their knowledge base about a specific disability and its implications for children's learning	E1.1 Have produced a reflective log on new skills, knowledge and understanding gained through further professional development The nature of a 'Reflective Log' is detailed in the Guidance (p 9)		
E2. Develop their knowledge base in one additional area	E2.1 Have produced a reflective log on new skills, knowledge and understanding gained through further professional development The nature of a 'Reflective Log' is detailed in the Guidance (p 9)		
F1. Incorporate appropriate national and local early years' policy and initiatives in their Portage practice	F1.1 Have identified how current Portage practice reflects early years' initiatives		
F2. Comply with developments and recommendations from the NPA	F2.1 Have explained how their service has implemented or intend to implement NPA recommendations		

Overview of Skills and Knowledge Base

Portage Practitioners must have knowledge of / ability to:

<i>Family Partnership</i>	<i>Multi-agency Working</i>	<i>Planning, Recording and Sharing Activities</i>	<i>Continuing Personal Development</i>	<i>Continuing Professional Development</i>
A. Respect and value the everyday lives of all families receiving Portage	A. Local agencies and early years support services, including those provided by: • Children & Family Services • Children's Centres • Health Services • Voluntary Sector • Benefits Agencies	A. Plan effectively for a Portage home visit	A. Work independently with families using the Portage model of service delivery, within the context of supervised practice	A. NPA Code of Practice (2016) and other NPA literature
B. Understand and value the uniqueness of every family receiving Portage	B. Support families receiving Portage in identifying their needs and give them information about agencies, services, support groups etc.	B. Complete a positive holistic assessment of a child's skills in the home with families receiving Portage	B. Their own role and support needs as a Portage Practitioner	B. Safeguarding procedures in their Portage service
C. Enable families receiving Portage to access services and support within their community	C. Explain the organisation of the Portage service they work for and the parameters of their role as a Portage Practitioner	C. Work with families receiving Portage to set Long Term Goals for their child in the home	C. Use supervision effectively in line with the NPA Code of Practice (2016)	C. Disability Equality issues
D. Roles of other professionals who may be involved with families receiving Portage	D. Roles of other professionals who may be involved with families receiving Portage	D. Identify small steps to learning Long Term Goals with client families	D. Work to the standards of confidentiality outlined in the NPA Code of Practice (2016)	D. Equal Opportunity issues

E. Build a shared understanding of the child's gifts, abilities, preferences and support need with each family receiving Portage	E. Work with other professionals to support families receiving Portage	E. Plan and model an activity which will support their child's learning, with families receiving Portage	E. Relate positively to children in families receiving Portage	E. Further professional development opportunities
	F. Incorporate into their planning with families relevant advice & guidance given by other professionals / agencies	F. Engage with families receiving Portage to share and use appropriate recording methods in the home	F. Actively listen to families receiving Portage, without prejudice	F. Developments in both national and local early years' policy and practice
	G. Support families receiving Portage in their consultations with other professionals	G. Review goals, at least six monthly, with families receiving Portage and produce reports within the requirements of the NPA Code of Practice	G. Use a range of communication skills effectively with families receiving Portage and other support professionals	
		H. Attend and contribute to Portage supervision at least fortnightly		