

Higher National Unit Specification

General information for centres

Unit title: International Perspectives in Early Education and Childcare

Unit code: DN86 35

Unit purpose: This unit is designed to enable candidates to understand how study of a comparison of international perspectives in Early Education and Childcare can underpin their own developing good practice.

On completion of the unit candidates should be able to:

- ◆ Investigate a range of perspectives and approaches to Early Education and Childcare within the Early Education and Childcare Scottish and international community
- ◆ Critically analyse an identified, documented element of international good practice and make a comparison with a similar documented element of good practice from Scotland
- ◆ Plan the implementation of the identified aspect of international practice for your own setting

Credit value: 1 HN Credit at SCQF level 8 (8 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: It is recommended that candidates should have or be able to demonstrate an understanding of the culture and the theory underpinning curriculum practice. This may be evidenced by current SCQF level 7 qualifications in Early Education and Childcare and substantial experience of working with children. It would be advantageous for candidates to complete the optional unit from this award 'Sociology of Childhood' before or concurrent with this unit.

Core skills: There is no automatic certification of Core Skills or Core Skill components in this unit. However there may be opportunities to develop the Core Skills of Working with Others, Problem Solving, Communication and Information Technology.

General information for centres (cont)

Context for delivery: If this Unit is delivered as part of the group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. This Unit is included in the framework for the PDA Certificate in Early Education and Childcare (level 8). This Unit could be integrated with the optional Unit ‘Sociology of Childhood’, which is part of this award.

Assessment: 1, 2 and 3 will be holistically assessed through the production of a written, comparative report. If candidates have an opportunity to implement an aspect or part of an aspect of good practice they should do so. There is possible integration with the Unit ‘Sociology of Childhood’ and ‘Managing Quality in Early Education and Childcare Settings’.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Investigate a range of perspectives and approaches to Early Education and Childcare within the Early Education and Childcare Scottish and international community

Knowledge and/or skills

- ◆ A range of international perspectives to Early Education and Childcare
- ◆ A range of Scottish perspectives to Early Education and Childcare
- ◆ A range of international approaches to Early Education and Childcare
- ◆ A range of Scottish approaches to Early Education and Childcare

Evidence requirements

Candidates should be able to:

- ◆ Critically analyse an element of local, national or international good practice
- ◆ Critically evaluate 2 approaches – 1 international and 1 Scottish
- ◆ Demonstrate an understanding or explain 2 perspectives – 1 international and 1 Scottish

Assessment guidelines

Assessments will be based on candidates knowledge and understanding of a sample of the knowledge and skills required. The evidence will be presented in the form of a written, comparative report, which will holistically assess all Outcomes in this Unit. Candidates will demonstrate an understanding of a sufficient range of skills, techniques and practices in early education and childcare from international perspectives and approaches.

Outcome 2

Critically analyse an aspect of good practice and compare its implementation in Scotland and another international country.

Knowledge and/or skills

- ◆ The implementation of Scottish approaches to good practice in Early Education and Childcare
- ◆ The implementation of international approaches to good practice in Early Education and Childcare

Higher National Unit specification: statement of standards (cont)

Unit title: International Perspectives in Early Education and Childcare

Evidence requirements

Candidates should be able to:

- ◆ Critically analyse an aspect of good practice found internationally
- ◆ Document the aspect of good practice
- ◆ Compare its implementation in Scotland and an international country

Assessment guidelines

The assessment for this Outcome will be integrated with Outcomes one and three to encourage a holistic approach to assessment. By the end of Outcome two the candidate should have critically analysed and documented an approach to Early Education and Childcare using a suitable format. This approach should be common to the international and Scottish Early Education and Childcare community.

Outcome 3

Plan the implementation of the identified element of international practice for your own setting

Knowledge and/or skills

- ◆ A suitable international element of good practice for implementing in their own setting
- ◆ The national standards and guidelines
- ◆ Range of challenges in implementing the element of good practice

Evidence requirements

The Candidates should be able to:

- ◆ Adapt the identified international element of practice, in the planning stage, for implementation in their setting
- ◆ Ensure the planned implementation of the element of practice complies with national standards and guidelines for early education and childcare settings
- ◆ Evaluate the implications of implementing their plan of the identified element in their setting

By the end of Outcome three the candidate should have selected appropriate methodology, planned the application of the identified approach in relation to a specific Early Education and Childcare setting and described accurately the wider implications of this plan.

If the opportunity is available for implementing all or part of an aspect of the identified good practice in the candidates setting they should do so.

Assessment guidelines

This Outcome will be integrated with Outcome one and two to encourage holistic assessment. The Outcomes will be assessed by production of a written comparative report.

Administrative Information

Unit code:	DN86 35
Unit title:	International Perspectives in Early Education and Childcare
Superclass category:	GA
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Higher National Unit specification: support notes

Unit title: International Perspectives in Early Education and Childcare

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

Outcome 1

The range of countries studied should include a minimum of four countries covering at least one from each of the following:

- ◆ The UK
- ◆ The European Union member states
- ◆ The rest of the world

Aspects of good practice studied could include:

- ◆ Meeting the developmental needs of the child
- ◆ Approaches to the curriculum
- ◆ The importance of play
- ◆ Partnerships with parents
- ◆ Integration of services for children
- ◆ Staff training and development
- ◆ Quality assurance
- ◆ How other countries implement the UN Convention on the Rights of The Child
- ◆ The role of the community
- ◆ Government legislation
- ◆ Funding
- ◆ Perception of children in other countries

Outcome 2

Methods of analysis and comparison are appropriate in terms of Early Education and Childcare settings and should take account of:

- ◆ The role of SWOT analysis (Strengths, Weakness, Opportunities and Threats)
- ◆ Strategic planning
- ◆ Evaluation and review

Outcome 3

Candidates should be encouraged to reflect on their own practice and to consider ways of incorporating an aspect of international practice into their own or a selected setting. Consideration should be given to the reasons for the candidate's choice of the selected element and of the variety of ways in which it might be applied.

The plan should be considered in terms of the Care Standards, Code of Practice and Curriculum Guidance. The potential benefit and the short and long-term benefits of the plan should also be explored. Candidates should be sensitive to the impact on the Early Education and Childcare setting.

Higher National Unit specification: support notes (cont)

Unit title: International Perspectives in Early Education and Childcare

Suggested References

These references may be useful for candidate research. The web addresses may not always remain as listed.

National Care Standards early education and childcare up to the age of 16 Scottish Executive 2002
www.carecommission.com

The Child at the Centre: self evaluation in the early years Scottish Executive 2000
www.scotland.gov.uk

Birth to Three supporting our youngest children Learning and Teaching Scotland and Scottish Executive 2005 www.LTScotland.org.uk/earlyyears

SOEID A curriculum Framework for children 3-5 1999

www.LTScotland.org.uk/early_years (For publications on Reggio, various curricula etc.)

QCA/ DfEE (2000) Curriculum Guidance for the Foundation Stage, London QCA.

Birth to Three Matters www.dfes.gov.org

Curriculum Guidance for Pre-school Education 1997 Published by the Northern Ireland Council for the Curriculum, Examination and Assessment.

Abbot, I, and Moylett, H (ed) Training and Professional Development, OU Press 1997

Brown B. Unlearning Discrimination in the Early Years, 1998

Bredcamp, S, Developmentally Appropriate Practice in Early Childhood Programmes, NAEYC, 1997
www.naeyc.org

David, T (ed.) Educational Provision for our Youngest Children Paul Chapman Publications 1998

Dhalberg, G, Moss, P, and Pence, A, Early Childhood Services: Young Children in a Civic Society, Routedledge Falmer, 1997

Dhalberg, G, and Moss, P, Ethics and Politics in Early Childhood Education, Routedledge Falmer, 1998

Moss, P and Pence, P (ed) Valuing Quality in Early Childhood Services, Paul Chapman Publications.

Nutbrown, C. (ed.) Children's Rights and Early Education, Paul Chapman Publications, 1996

Penn, H, Comparing Nurseries: Staff and Children in Italy, Spain and the UK, Paul Chapman 1997

Higher National Unit specification: support notes (cont)

Unit title: International Perspectives in Early Education and Childcare

Penn. H (ED.) *Unequal Childhoods: Children's Lives in Developing Countries*, Routledge Falmer, 2005

Ministry of Education (MoE) (1993), Te Whariki, Wellington, New Zealand.

Epilogue in *Educare in Europe*, Conference Report, The Royal Danish School of Education Studies, Thomas Coram Institute Research

Early Years - An International Journal of Research and Development (2 Issues annually).
Carfax Publishing www.taylorandfrancis.com

Guidance on the delivery and assessment of this Unit

This Unit is designed to encourage candidates to reflect upon and evaluate good practice.

It is suggested that this Unit be delivered concurrent with the Unit Sociology of Childhood.

It would be advisable for candidates to explore the difference between perspectives and approaches to Early Education and Childcare.

The Dictionary definitions could be a starting point for discussion.

- ◆ Approach - A way of dealing with a thing. To be similar in characteristic and quality
- ◆ Perspective - A mental view of the relative importance of things

The Unit will be assessed holistically in the form of a written comparative report analysing two elements of identified good practice. Additionally candidates could consider an oral presentation, which would enable candidates to share research findings.

Open learning

This Unit may be suitable for open learning but candidates would need to have access to an Early Education and Childcare setting.

For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning* (SQA 2000).

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements for Candidates with Additional Support Needs* (BA 2399, SQA, due 2004).

General information for candidates

Unit title: International Perspectives in Early Education and Childcare

The purpose of this Unit is to enable you to investigate and analyse a range of perspectives and approaches to early education and childcare practice within both the UK and the International community. It is also designed to encourage you to reflect upon and evaluate early years practice, in its widest sense and compare an element of identified good practice from outwith Scotland with an element of good practice in Scotland.

On completion of this Unit you will be able to:

- ◆ Identify a range of different perspectives and approaches to early education and childcare in the UK and Internationally
- ◆ Critically analyse a selected element of good practice in early education and childcare from outwith Scotland to compare with an element of good practice in Scotland
- ◆ Document the selected elements of good practice you have identified
- ◆ Compare the implementation of the selected elements of good practice in both countries
- ◆ Reflect on this comparison and plan a variety of ways in which the element of good practice, from outwith Scotland could be implemented in your own setting