



Higher National Unit Specification

General information

Unit title: Childhood Practice: Family Support (SCQF level 9)

Unit code: FD77 36

Superclass: PN

Publication date: March 2019

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This unit has been designed to allow learners to explore interdisciplinary partnerships and multi-agency working that promotes children's wellbeing across services and which support children and families, within the context of Childhood Practice. This will include their own role as part of an investigation of the roles of all professionals involved and an evaluation of the models of working across agencies.

Learners will demonstrate their knowledge of current policy and legislation and parents rights when working with parents and families. They will also demonstrate their knowledge of child protection legislation, protocol and procedures.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Develop knowledge and understanding of breadth of services and professional roles across childcare services to support children and families.
- 2 Analyse interagency working which supports families and promotes effective parenting.
- 3 Evaluate services which support and protect children's welfare.

Credit points and level

1 Higher National Unit credit at SCQF level 9: (8 SCQF credit points at SCQF level 9)

Higher National Unit Specification: General information (cont)

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Recommended entry to the unit

Learners should already have qualifications that meet the requirements of the Scottish Social Services Council for practitioner (SCQF level 7) and have relevant qualifications at SCQF level 8.

Learners should be working at lead practitioner or manager level within a day care service for children and young people.

Learners should have well-developed communication and interpersonal skills and be able to demonstrate the ability to think analytically and reflectively.

Core Skills

There are opportunities to develop the Core Skills of *Communication*, *Working with Others* and *Problem Solving* in this unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communication Technology (ICT)* and *Numeracy* depending on the variety of data gathered and how the data is presented.

Context for delivery

If this unit is delivered as part of a 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 a mandatory optional unit within the Group Award Childhood Practice: SCQF level 9 qualification.

This unit should integrate with the unit: *Leadership and Management Practice (Workplace Practice)*.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit Specification: Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

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. Learners 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

Develop knowledge and understanding of breadth of services and professional roles across childcare services to support children and families.

Knowledge and/or skills

- ◆ Support services available within the early learning, childcare and playwork sector
- ◆ Support services available from other statutory agencies
- ◆ Support services available from the third or voluntary sector
- ◆ Roles, responsibilities and attributes of other agencies and professionals
- ◆ A range of concepts and models for working with other professionals
- ◆ Current legislation relating to the support of children and families
- ◆ Multi-agency and inter-professional working in current service developments

Outcome 2

Analyse interagency working which supports families and promotes effective parenting.

Knowledge and/or skills

- ◆ Working with parents as partners
- ◆ Models of parenting practice
- ◆ Parental rights and own role in promoting parental rights
- ◆ Parental involvement in the sector and own role in promoting involvement
- ◆ Agencies which support and promote effective parenting
- ◆ Models of interagency working
- ◆ Accessing and liaising with other professionals who support families to parent effectively

Higher National Unit Specification: Statement of standards (cont)

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Outcome 3

Evaluate services that support and protect children's welfare.

Knowledge and/or skills

- ◆ The culture of child protection and welfare in children's services
- ◆ Professionals responsibility in relation to child protection and welfare
- ◆ Factors which protect children from harm
- ◆ Services which support children's welfare
- ◆ Child protection protocol and procedures and own role in managing these
- ◆ Current legislation for the protection of children and the promotion of their welfare
- ◆ Legal requirements relevant to child protection and welfare
- ◆ Building the capacity of the service

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Outcome 1

- ◆ identify and analyse a range of services both statutory and voluntary to support families within childcare services
- ◆ demonstrate an understanding of the professional attributes, roles and responsibilities of other professionals who work in services, which support children and families
- ◆ demonstrate a critical understanding of a range of concepts and models for working with other professionals
- ◆ identify and critically analyse current policies and initiatives designed to support children and families
- ◆ critically analyse how multi-agency and inter-professional working contributes to service development

Outcome 2

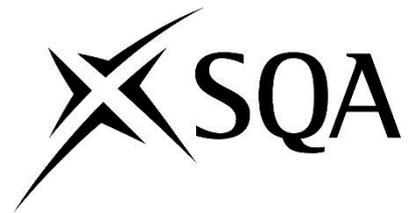
- ◆ demonstrate an understanding of equal and active partnerships with parents
- ◆ identify and analyse models of parenting practice
- ◆ demonstrate and evaluate parental rights and own role in promoting them
- ◆ demonstrate and evaluate parental involvement and own role in promoting parental involvement in own setting
- ◆ demonstrate an understanding of equal and active partnerships with other agencies
- ◆ identify and analyse effective models of interagency working
- ◆ demonstrate an understanding of proactively developing the services to parents through interagency working

Higher National Unit Specification: Statement of standards (cont)

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Outcome 3

- ◆ critically analyse the culture which promotes child protection and welfare
- ◆ evaluate the professionals responsibilities in relation to child protection and welfare
- ◆ demonstrate the factors which protect children from harm
- ◆ analyse the range of services which support children's wellbeing
- ◆ evaluate own role in leading and managing the protocol and procedures for child protection
- ◆ demonstrate a sound knowledge and understanding of current legislation for the protection of children and promotion of their wellbeing
- ◆ evaluate own understanding of legislation relevant to child protection and welfare
- ◆ critically evaluate the ability of own service to build capacity in relation to the wellbeing of children



Higher National Unit Support Notes

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Unit support notes are offered as guidance and 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

This unit is a mandatory/option within the SCQF level 9 Award — Childhood Practice.

The unit may also be used as a freestanding unit by learners in relevant employment who wish to develop and/or enhance their skills as a form of Continuing Professional Development (CPD).

The unit is linked to the unit: *Leadership and Management Practice* and there will be opportunities for the learner to utilise many of the transferable skills developed. These may include but are not confined to:

- ◆ critical evaluation
- ◆ self-motivation
- ◆ knowledge of current best practice
- ◆ investigative skills
- ◆ professional papers
- ◆ government policies, etc

Outcome 1

Learners should consider the following aspects across a range of services; both statutory, voluntary for children and families:

- ◆ Identification of services provided by other statutory agencies may include:
 - Social work
 - Educational psychological services
 - Health visiting
 - Speech and language
 - Occupational health
 - Audiology
 - Housing
 - CADS (community alcohol and drugs services)
 - Police
 - Advocacy services

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Family Support (SCQF level 9)

- ◆ Identification of services provided by other educational and care agencies may include:
 - Partner providers
 - Sure Start
 - Additional support for learning
- ◆ Family support Advocacy services Identification of services provided by other voluntary agencies may include:
 - Early Years Scotland
 - Scottish Childminding Association (SCMA)
 - Home Start
 - Children First
 - Barnardos
 - Aberlour
 - Scottish Out of School Care Network

(These lists are not definitive and learners are not expected to refer to all of the above listed services)

- ◆ Identification of the benefits of multi-agency working which may include:
 - 'Joined up thinking' — avoiding repetition for families in challenging circumstances
 - Greater understanding of child as an individual
 - Building a comprehensive picture of children within their family (The Team around the Child approach)
 - Providing better outcomes for children
- ◆ Current international and national legislation, policy and initiatives. The following could be considered:
 - United Nations Convention on the Rights of the Child
 - The Early Years Framework
 - Curriculum for Excellence
 - Getting it Right for Each Child (GIRFEC)
 - Equally Well
 - Scottish Schools (Parental Involvement) Act 2006
 - Children and Young People (Scotland) Act 2014
 - Building the Ambition
 - How Good is Our .. Early Learning and Childcare; School, etc.
 - Scottish Government (2014) National Guidance for Child Protection in Scotland.
 - Protection of Vulnerable groups (Scotland) act 2007
- ◆ The learners own settings involvement with other agencies and how this has developed over time
- ◆ Local approaches to working collaboratively
- ◆ Models of working with other professionals, eg multi-agency panels, multi-agency teams, integrated services and how these are carried out in their own setting

Higher National Unit Support Notes (cont)

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Outcome 2

Consideration of the development of family support and equal and active partnership with parents could include parents and families:

- ◆ Need to feel confident about the help they can access
- ◆ Understand throughout any process what is happening and why
- ◆ Feel they have been listened to and their wishes heard and understood
- ◆ Must be involved in discussions and decisions that affect them
- ◆ Feel they can rely on appropriate help being available as soon as possible.
- ◆ Understand their entitlement to additional early learning and childcare hours

Learners should also show an understanding of the models of parenting practice. Family life in Scotland is diverse and there is no such thing as a typical family. The following issues, which have an impact on parents and parenting could be explored:

- ◆ Work life balance
- ◆ Poverty
- ◆ Drugs, alcohol and homelessness
- ◆ Health, wellbeing and relationships
- ◆ Differing family formations and times of transitions
- ◆ Demographics
- ◆ Social and economic changes
- ◆ Loss of extended family networks
- ◆ Rural and urban living environments

Under the Parental Involvement Act, every local authority has a duty to promote the rights of parents to be involved in their children's learning and must have a parental involvement strategy.

Learners could explore their own role in respect of parental rights to include:

- ◆ The promotion of parental rights in their area
- ◆ The impact on their own setting
- ◆ Their own role in the promotion of parental rights

Agencies which support and promote positive parenting may include:

- ◆ Social services
- ◆ Health Visitors
- ◆ Sure start
- ◆ Home Start
- ◆ Pre-five services
- ◆ Community Childminding

Learners should consider how effectively they provide links with other agencies to improve outcomes for children and families.

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They could also evaluate:

- ◆ The home – nursery links
- ◆ Models of home visiting
- ◆ Support of parental education programmes
- ◆ Parents support groups
- ◆ Advocacy support
- ◆ Partnership working
- ◆ Support for transitions within and out-with their setting
- ◆ Family worker model

Outcome 3

In this outcome the learners could evaluate the considerable amount of legislation and policy around child protection in Scotland and the impact on their role. These documents lay out strategic and general principles for all agencies and early years' settings to work in partnership with the community to protect children. They include:

- ◆ The Children Scotland Act
- ◆ Protection of Children Scotland Act
- ◆ Data Protection
- ◆ Disclosure Scotland: Code of Practice for Registered Persons
- ◆ It's Everyone's Job to Make Sure I'm Alright
- ◆ Getting it Right for Each Child
- ◆ National Frameworks for standards – Protecting Children and Young People
- ◆ Achieving our Potential
- ◆ Equally Well
- ◆ Parents as Partners (Parental Involvement Act)
- ◆ National Care Standard (revised 2017)
- ◆ How Good is our Early Learning and Childcare setting

Learners could also explore:

- ◆ Local procedural guidelines
- ◆ The availability of Child Protection training to ensure all staff stay current with:
 - recognition of signs and symptoms of abuse
 - procedures and protocol
 - protective factors
 - current legislation and legal requirements
 - resources

Higher National Unit Support Notes (cont)

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Learners may find the following websites useful for all three units:

www.parentzonescotland.gov.uk

www.scotland.gov.uk/Publications. (A guide to getting it right for every child.)

www.children1st.org.uk

www.aberlour.org.uk

www.stepfamilyscotland.org.uk

www.opfs.org.uk (One Parent Families Scotland)

www.familymediationscotland.org.uk

Guidance on approaches to delivery of this unit

As the unit is designed to be delivered to learners who are experienced in the industry, it is expected that those delivering will have the required experience and occupational competence at an appropriate level in order to guide the learner towards the relevant research and appropriate documents. It must be remembered that the learner is expected at this level, to have a broad knowledge and understanding of the scope, main areas and boundaries of the subject. Learners will further be required to undertake a critical evaluation of the research they have undertaken. It is again noted that not all theorists agree on some of the issues and that learners may be given credit for their work as long as any conclusions are supported by research and a well-reasoned argument.

It may be possible to integrate some delivery and assessment task with the unit: *Leadership and Management Practice (Workplace Practice)*.

Assessment for this unit is holistic and the required presentation or academic essay will cover all three outcomes.

It is suggested that this unit is delivered concurrently with *Participatory Partnership: Working with Families* and wherever possible the unit should have practical application of knowledge and skills as its focus.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Assessment for this unit is holistic and the required presentation will cover Outcomes 1, 2 and 3.

Learners will deliver a presentation, in a spoken presentation format, up to 15 minutes delivery, with notes and 5 minutes for questions (750 words).

or

Higher National Unit Support Notes (cont)

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Learners are required to produce an academic essay (1,500 words) covering all three (3) outcomes.

Assessment guidelines

Learners will deliver a presentation, in a spoken presentation format, up to 15 minutes delivery, with notes and 5 minutes for questions (750 words).

or

Learners are required to produce an academic essay (1,500 words) covering all three outcomes.

The presentation or essay will show that the learner has critically analysed the breadth of services available to support children's wellbeing, and effective parenting and their own role in multi-agency and interagency working. It should also demonstrate the learner's knowledge of legislation, quality standards and the links between theory and practice.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of *Communication*, *Working with Others* and *Problem Solving* in this unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the internet to conduct research will also have opportunities to develop skills in *Information and Communication Technology (ICT)* and *Numeracy* depending on the variety of data gathered and the form in which the data is presented.

History of changes to unit

Version	Description of change	Date
02	Minor revisions to the support notes. Unit updated into new template and formatted in line with latest house style.	26/03/19

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General information for learners

Unit title: Childhood Practice: Family Support (SCQF level 9)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is designed to allow you to further develop your skills in research, analysis and reporting.

This unit has been designed to allow you to explore interdisciplinary partnerships and multi-agency working that promotes children's wellbeing across services and which support children and families. This will include analysing and evaluating your own role as part of an investigation of the roles of all professionals involved and an evaluation of the models of working across agencies.

You will demonstrate your knowledge of current policy and legislation and parents rights when working with parents and families. You will also demonstrate your knowledge of child protection legislation, protocol and procedures.

On completion of the unit you should be able to:

- ◆ identify and evaluate the services available to support children and families
- ◆ define their own role in interagency working and the protection and welfare of children
- ◆ demonstrate a knowledge of models of working with parents, children and other agencies
- ◆ demonstrate a knowledge of Policy and legislation including parental and children's rights

Your tutor will offer support but the work will be your own. You will be required to investigate the effects that these items have had and may indeed continue to have in the future, on the management and leadership of family support within the context of Childhood Practice.

For the assessment of this unit, you will deliver a presentation, in a spoken presentation format, up to 15 minutes delivery, with notes and 5 minutes for questions.

or

you may produce an academic essay (1,500 words) covering all three outcomes.

The presentation or essay will show that you have critically analysed the breadth of services available to support children's wellbeing, and effective parenting and their own role in multi-agency and interagency working. It should also demonstrate your knowledge of legislation, quality standards and the links between theory and practice.