



Higher National Unit specification: general information

Unit title: Fundamentals of Supporting Children and Young People and their Families: Theory

Unit code: FF6X 34

Superclass: PM

Publication date: August 2010

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

To enable candidates to develop research skills in investigating current issues affecting family life in Scotland. Candidates will be able to gain in-depth knowledge and understanding of factors influencing the growth and development of children and young people in Scotland and the wide range of contemporary child-rearing practices and family dynamics. The candidate will explore the nature of collaboration and will place collaboration and integrative working within current legislative and policy frameworks.

On completion of the Unit the candidate should be able to:

- 1 Investigate social and cultural issues currently relevant to children and families living in Scotland.
- 2 Analyse factors that influence contemporary childhood and family life in Scotland.
- 3 Evaluate an area of current social policy that affects the family in Scotland.
- 4 Investigate the nature of collaboration and scope of integrated working with children, young people and their families in a health context.
- 5 Identify current legislation and policy frameworks that support integrated and collaborative working for children and young people in a health context.

Recommended prior knowledge and skills

It is recommended that candidates should have previous experience of working with children and young people and an awareness of the current issues that affect family life in Scotland. Some knowledge and experience of research is also recommended

General information (cont)

Credit points and level

3 Higher National Unit credit(s) at SCQF level 7: (24 SCQF credit points at SCQF level 7*)

**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.*

Core Skills

There are opportunities to develop the Core Skills of *Communication, Information Technology* and *Problem Solving* to SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

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 contained within the framework for the PDA Children and Young People's Health and Wellbeing as a mandatory Unit. It could also be undertaken as continuing professional development for practitioners wishing to update or develop their skills.

Assessment

It is recommended that the evidence for the assessment of this Unit could be generated by using a research project, supported by a report of approximately 1,500 words for Outcomes 1 and 2.

The assessment for Outcome 3 could take the form of a case study equivalent to 1,000 words.

For Outcomes 4 and 5 Candidates could produce a 1,500 word essay or report covering all Evidence Requirements for Outcomes 4 and 5. Alternatively, candidates could give a presentation on issues relating to their own practice supported by a report or reflective log.

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 social and cultural issues currently relevant to children and families living in Scotland.

Knowledge and/or Skills

- ◆ Current social issues relevant to children and families in Scotland
- ◆ Current cultural issues relevant to children and families in Scotland
- ◆ Research skills

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Identify relevant cultural and social issues for families
- ◆ Express informed and objective opinions in relation to a minimum of 2 social and 2 cultural issues relevant to children and families in Scottish society
- ◆ Consult and analyse a range of direct and indirect sources to gather and present information on chosen social/cultural issues with appropriate referencing

Assessment Guidelines

See assessment guidelines following Outcome 3.

Higher National Unit specification: statement of standards (cont)

Unit title: Fundamentals of Supporting Children and Young People and their Families: Theory

Outcome 2

Analyse factors that influence contemporary childhood and family life in Scotland.

Knowledge and/or Skills

- ◆ Research skills
- ◆ The concept of 'childhood' and 'family'
- ◆ Factors that may influence contemporary childhood and family structure
- ◆ The influence of a variety of factors on contemporary childhood and family life

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Identify and demonstrate a knowledge and understanding of different family contexts and diversity in family life
- ◆ Use analytical skills to examine the impact two social and cultural trends have on contemporary childhood and family life

Assessment Guidelines

See assessment guidelines following Outcome 3.

Higher National Unit specification: statement of standards (cont)

Unit title: Fundamentals of Supporting Children and Young People and their Families: Theory

Outcome 3

Evaluate an area of current social policy that affects the family in Scotland.

Knowledge and/or Skills

- ◆ Research skills
- ◆ Current social policies
- ◆ How current social policies affect the family

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Research a range of direct and indirect sources identifying areas of current social policy and the impact these may have on different family members
- ◆ Evaluate one current social policy and its effects on the family

Assessment Guidelines for outcomes 1, 2 and 3

It is recommended that Outcomes 1, 2 and 3 are assessed holistically. Candidates could be asked to conduct an investigation into any two social and two cultural issues relevant to children, young people and their families in Scotland. This investigation could explore:

- ◆ The nature of these issues
- ◆ How the issues affect families' lives
- ◆ Identify specifically the impact of the issues on children and young people
- ◆ Identify how this impact could vary depending on the age/stage of the child/young person

The candidate could produce a written report which:

- ◆ Outlines the issues they have selected
- ◆ Presents background information on the selected issues
- ◆ Outlines the current influence on children's lives
- ◆ Presents statistical information in an appropriate format

The candidate could conduct a survey of a sample of families which:

- ◆ Identifies and analyses at least two relevant influencing factors
- ◆ Evaluates the extent to which the factors would affect different aspects of childhood and family life

Candidates should relate at least one area of social policy to a case study from their practice, and discuss the impact on different aspects of family life identifying any positive or negative influences.

Higher National Unit specification: statement of standards (cont)

Unit title: Fundamentals of Supporting Children and Young People and their Families: Theory

Outcome 4

Investigate the nature of collaboration and scope of integrated working with children, young people and their families in a health and wellbeing context.

Knowledge and/or Skills

- ◆ The need for collaborative working
- ◆ Advantages of integrated and collaborative working
- ◆ Barriers to integrated and collaborative working
- ◆ Different types of multi-professional/agency teams and their purpose
- ◆ Current opportunities for collaborative and integrated working

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ identify the need for integrated and collaborative working within childhood practice
- ◆ investigate a range of advantages and the barriers to integrated and collaborative working and relate at least one advantage and one barrier to their own workplace context
- ◆ identify two types of multi-professional/agency teams and their purpose within a child health context
- ◆ identify opportunities for collaborative and integrated working

Assessment Guidelines

See assessment guidelines following Outcome 5.

Outcome 5

Identify current legislation and policy frameworks that support integrated and collaborative working for children and young people in a health and wellbeing context

Knowledge and/or skills

- ◆ Current legislation supporting integrated and collaborative working
- ◆ Investigate policy frameworks that support integrated and collaborative working
- ◆ Relevant reports that recommended and support integrated and collaborative working
- ◆ Organisations and/or individuals that promote integrated and collaborative working

Higher National Unit specification: statement of standards (cont)

Unit title: Fundamentals of Supporting Children and Young People and their Families: Theory

Evidence requirements for Outcome 5

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ identify current legislation supporting integrated and collaborative working relevant to own workplace context
- ◆ describe a policy framework that supports integrated and collaborative working relevant to own workplace context
- ◆ describe a relevant report that recommends and supports integrated and collaborative working
- ◆ describe the role of two organisations and/or individuals that promote integrated and collaborative working

Assessment Guidelines for outcome 4 and 5

Candidates could produce a 1,500 word essay or report covering all Evidence Requirements for Outcomes 4 and 5. Alternatively, candidates could give a presentation on issues relating to their own practice supported by a report or reflective log.

Higher National Unit specification: support notes

Unit title: Fundamentals of Supporting Children and Young People and their Families: Theory

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 120 hours.

Guidance on the content and context for this Unit

Outcome 1

Candidates should have the opportunity to examine how different types of family develop and how social trends and cultural variations affect these. When looking at family types, cultural variations should be considered. Family types could include:

- ◆ Nuclear
- ◆ Extended
- ◆ Single parent
- ◆ Same sex
- ◆ Reconstituted
- ◆ Other family arrangements

Social trends to be considered could include:

- ◆ Employment patterns/women in employment
- ◆ Fathers as carers/paternity leaves/legislation
- ◆ Family-friendly working hours legislation/working practices/growth in flexible working patterns
- ◆ Availability of childcare
- ◆ Status of women
- ◆ Recreational drug use
- ◆ Parenting styles
- ◆ Children's rights and parental responsibilities
- ◆ Environmental issues
- ◆ Child poverty
- ◆ Health issues
- ◆ Housing issues
- ◆ Children/young people as 'carers'

Cultural variations may include:

- ◆ Generational differences/perceptions
- ◆ Cross-cultural relationships/partnerships
- ◆ Arranged marriages
- ◆ Cultural variations
- ◆ Faith and religion

Higher National Unit specification: support notes (cont)

Unit title: Fundamentals of Supporting Children and Young People and their Families: Theory

UNICEF. Behaviour and Social Change
http://origin-www.unicef.org/cbsc/index_42352.html

Worlds Health Organisation
<http://www.who.int/en/>

Early Years Framework
<http://www.scotland.gov.uk/Topics/People/Young-People/Early-years-framework>

Effective Intervention Unit
<http://www.scotland.gov.uk/Publications/2004/05/19355/37072>

United Nations Convention on the Rights of the Child (UNCRC)

<http://www.dcsf.gov.uk/everychildmatters/strategy/strategyandgovernance/uncrc/unitednationsarticles/uncrcarticles/>

Outcome 2

Children's lives and the concept of 'childhood' in our society have been transformed in recent times. Candidates should be encouraged to reflect on changing attitudes towards and concepts of childhood within Scottish culture and taking a wider cross cultural perspective when appropriate.

The influencing factors in this outcome may include some of the following:

- ◆ Changing status of childhood
- ◆ Changing attitudes to relationships, marriage, divorce and the diverse range of family units
- ◆ Attitudes to sex, sexuality and sex education, teenage pregnancy rates
- ◆ Freedom to take calculated risks
- ◆ Peer pressure
- ◆ Substance use
- ◆ Enhanced perception/fear of crime
- ◆ Media
- ◆ Music and the Arts
- ◆ Power of advertising
- ◆ Play/toys and playthings
- ◆ Children's literature
- ◆ Gender differences
- ◆ Cultural practices and attitudes
- ◆ Body image
- ◆ Faith and Religion
- ◆ Influence of technology

Reducing Teenage pregnancy NHS/LTS Guidance and Self Assessment Tool
http://www.ltscotland.org.uk/Images/teenage%20pregnancy%20web_tcm4-593480.pdf

Higher National Unit specification: support notes (cont)

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Sexual Health and Teenage pregnancy
<http://www.isdscotland.org/isd/2071.html>

National Children's Bureau 'Media portrayal of young people- Impact & Influences'
<http://childrens-research-centre.open.ac.uk/research/NCB%20final%20report.pdf>

Aberlour Childcare Trust Children & Young People', mental health and substance abuse
<http://www.aberlour.org.uk/deliveringformentalhealthmentalheathandsub.aspx>

'The Good Childhood' A national enquiry The children's Society
http://www.childrenssociety.org.uk/resources/documents/good%20childhood/Executive%20summary%20of%20launch%20report_2723_full.pdf

Outcome 3

As social policy within Scotland adapts and responds to changes in Scottish society it will be necessary to revise this list. Some of the areas of social policy/initiatives which might be examined include:

- ◆ Social inclusion strategy
- ◆ Childcare strategy
- ◆ Child poverty initiatives
- ◆ Health initiatives
- ◆ Integrated children's services and children's services plans
- ◆ Sure Start Initiative
- ◆ Lifelong Learning
- ◆ Partnerships with parents

Homelessness legislation Delivering a healthy Future Hall4
<http://www.isdscotland.org/isd/files/Hall4%20Guidance.pdf>

Child Poverty in Scotland
http://www.barnardos.org.uk/westminster_poverty_consultation.pdf

Sure start
<http://www.dcsf.gov.uk/everychildmatters/earlyyears/surestart/whatsurestartdoes/>

Equally well
<http://www.scotland.gov.uk/Publications/2008/06/25104032/0>

Inclusion Agenda Scottish Government
http://www.scottish.parliament.uk/business/research/pdf_res_papers/rp00-15.pdf

GIRFEC
<http://www.scotland.gov.uk/Topics/People/Young-People/childrensservices/girfec/programme-overview>

Scottish Children's Commissioner for Children and young People
<http://www.sccyp.org.uk/>

Higher National Unit specification: support notes (cont)

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Outcome 4

Candidates should be introduced to the development of separate health, social care and educational services for children and examine the service offered through an integrated and collaborative approach to child health and wellbeing. Candidates should be encouraged to debate the wider issues that surround partnership working

Outcome 5

There is an increasing amount of evidence to support multi-professional working and candidates should be encouraged to use an evidence based approach when investigating legislation and policy. They should be familiar with those as related to childhood practice such as:

- ◆ Regulation of Care (Scotland) Act 2001: particularly in relation to the role of the SSSC and its Codes of Practice
- ◆ The National Care Standards for Education and Childcare up to the age of 16 (2005)
- ◆ Equally Well
- ◆ Toward a Healthier Scotland
- ◆ Getting it Right for Every Child
- ◆ Education (Additional Support for Learning) (Scotland) Act 2004

Candidates should also consider policies drawn from both social care and childcare that also promote closer working and collaboration such as The Standard for Childhood Practice (2007) and Early Years and Early Intervention Framework: (2008)

They should also consider the variety of documents and reports often written in response to child protection issues that promote collaboration, some of these are listed below.

The Hammond Inquiry following the death of Kennedy MacFarlane (2003)

The report of the death of Caleb Ness:

http://www.edinburgh.gov.uk/social_work/calebness/calebness.htm

'It's everyone's job to make sure I'm alright' Report of the Child Protection Audit and Review

<http://www.scotland.gov.uk/Publications/2002/11/15820/14009>

Early Years Early Intervention Framework

<http://www.scotland.gov.uk/Publications/2008/03/14121428/4>

Scottish Subject Benchmark: The Standard for Childhood Practice 2007

www.qaa.ac.uk

Brown, K & White K. (2006) Exploring the Evidence Base for Integrated Children's Services. Scottish Executive Education Department. Last accessed on 12/12/08 at

<http://www.scotland.gov.uk/Resource/Doc/90282/0021746.pdf>

Higher National Unit specification: support notes (cont)

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Data protection Act 1998

<http://www.legislation.gov.uk/ukpga/1998/29/contents>

Children (Scotland) Act 1995

<http://www.scotland.gov.uk/Publications/2004/10/20067/44723>

Looked after Children

http://www.nes.scot.nhs.uk/child_health/currentwork/documents/LACFrameworkFINA Llores.pdf

Parents as Partners working Together

<http://www.scotland.gov.uk/Topics/Education/schools/welfare/partnershipworking>

GIRFEC

<http://www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec/programme-overview>

Guidance on the delivery and assessment of this Unit

For Outcomes 1 and 2 the assessment will take the form of a research project supported by a written report.

The assessment for Outcome 3 will take the form of a case study.

For Outcomes 4 and 5 Candidates could produce a 1,500 word essay or report covering all Evidence Requirements for outcomes 4 and 5. Alternatively, candidates could give a presentation on issues relating to their own practice supported by a report or reflective log.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills of *Communication, Information Technology* and *Problem Solving* to SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Open learning

This Unit could be developed for open learning mode of delivery.

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

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	Publication date changed to August 2010 and credit value changed to 3 credits.	02/03/2011

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General information for candidates

Unit title: Fundamentals of Supporting Children and Young People and their Families: Theory

This Unit is intended to enable you to develop research skills in investigating current issues affecting family life in Scotland.

You will gain an in-depth knowledge and understanding of factors influencing the growth and development of children and young people in Scotland and the wide range of child rearing practices and family dynamics.

You will also explore the nature of collaboration, and place integrated and collaborative working within current legislative and policy frameworks and make links to your practice situation.