

EARLY EDUCATION AND CHILDCARE
Intermediate 1

Second edition — April 2007

**NOTE OF CHANGES TO ARRANGEMENTS
SECOND EDITION PUBLISHED APRIL 2007**

COURSE TITLE Early Education and Childcare (Intermediate 1)

COURSE NUMBER: C221 10

National Course Specification: The Course Arrangements now include an *Employability Skills Profile* in an appendix

National Unit Specification: The Units within the Course have been amended to highlight employability skills and opportunities for developing aspects of Core Skills.

National Course Specification

Early Education and Childcare (Intermediate 1)

COURSE CODE **C221 10**

COURSE STRUCTURE

This Course has three mandatory Units and a choice of one from three optional Units.

The mandatory Units are:

<i>DM83 10</i>	<i>Child Development</i>	<i>1 credit</i>	<i>(40 hours)</i>
<i>DM84 10</i>	<i>Working in Early Education and Childcare</i>	<i>1 credit</i>	<i>(40 hours)</i>
<i>DM41 10</i>	<i>Play in Early Education and Childcare</i>	<i>1 credit</i>	<i>(40 hours)</i>

The optional Units are:

<i>DM86 10</i>	<i>Parenting</i>	<i>1 credit</i>	<i>(40 hours)</i>
<i>DM5V 10</i>	<i>Maintenance of a Safe Environment for Children</i>	<i>1 credit</i>	<i>(40 hours)</i>
<i>DM85 10</i>	<i>Care of Children</i>	<i>1 credit</i>	<i>(40 hours)</i>

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, centres should note that this Course is at Intermediate 1 which is equivalent to Standard Grade, General level.

PROGRESSION

This Course or its Units may provide progression to:

- ◆ Early Education and Childcare Course at Intermediate 2
- ◆ Care Issues for Society Course at Intermediate 2
- ◆ Other Courses and Units in Care at Intermediate 2

The completion of this Course does **not** allow the candidate to register as an early education and childcare worker with the Scottish Social Services Council.

Administrative Information

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National Course Specification: (cont)

COURSE Early Education and Childcare (Intermediate 1)

CREDIT VALUE

The Intermediate 1 Course in Early Education and Childcare is allocated 24 SCQF credit points at SCQF level 4*.

**SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification 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 is no automatic certification of Core Skills or Core Skills components in this Course.

Opportunities for developing aspects of Core Skills are highlighted in the Support Notes of the Unit Specifications for this Course.

LINKS TO NATIONAL OCCUPATIONAL STANDARDS

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

The Early Education and Childcare Intermediate 1 and Intermediate 2 Courses have been designed to link closely to the proposed National Occupational Standards for Children's Care, Learning and Development, and also for Playwork. The Courses provide some of the underpinning knowledge that is required for the Occupational Standards and also experience of the practical skills required to work at this level in the sector. This is particularly evident in areas such as 'Help to keep children safe', 'Support children's development', 'Use support to develop own practice in children's care, learning and development'.

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Intermediate 1)

RATIONALE FOR SKILLS FOR WORK COURSES

Skills for Work Courses are designed to help candidates to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these Courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

- ◆ Teaching/learning programmes should include some or all of the following:
 - learning in real or simulated workplace settings
 - learning through role play activities in vocational contexts
 - carrying out case study work
 - planning and carrying out practical tasks and assignments

Learning through reflecting at all stages of the experience

- ◆ Teaching/learning programmes should include some or all of the following:
 - preparing and planning for the experience
 - taking stock throughout the experience — reviewing and adapting as necessary
 - reflecting after the activity has been completed — evaluating and identifying learning points

The Skills for Work Courses are also designed to provide candidates with opportunities for developing *Core Skills* and enhancing skills and attitudes for *employability*.

Core Skills

The **five** Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information Technology
- ◆ Problem Solving
- ◆ Working with Others

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Intermediate 1)

Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ *generic skills/attitudes valued by employers*
 - understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care
 - self-evaluation skills
 - positive attitude to learning
 - flexible approaches to solving problems
 - adaptability and positive attitude to change
 - confidence to set goals, reflect and learn from experience

- ◆ *specific vocational skills/knowledge*
 - Course Specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

A Curriculum for Excellence (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Intermediate 1)

RATIONALE FOR INTERMEDIATE 1 EARLY EDUCATION AND CHILDCARE COURSE

The Early Education and Childcare sector is a growth industry across Scotland. There exists within the sector a wide range of employment opportunities at a variety of levels. In 2006 the Scottish Social Services Council (SSSC) began mandatory registration of all people working with children aged 0–12 years in Scotland. The SSSC is charged to ensure that the sector is served by a confident, competent workforce. There is a growing awareness from all parts of the sector that potential employees need a variety of opportunities to access those qualifications set by the SSSC, particularly at support worker and practitioner level. This Course provides an experiential route to candidates who wish to progress to further study in Early Education and Childcare Courses. The candidate will also be introduced to key knowledge and skills and develop positive attitudes that will allow them to progress onto care related courses, eg social care or into employment outwith the early education and childcare sector.

The Intermediate 1 Course in Early Education and Childcare affords a broad link to the care, learning and development of children aged 0–12 years as specified in the National Occupation Standards relevant to both Children’s Care, Learning and Development, and Playwork. It is concerned with the holistic study of the child. This includes the domestic setting and all environments whose practice is guided by legislation, policy and professional ethics as well as investigating the roles and responsibilities of parenthood.

This Course will form an important part of the menu of provision. Offering a basic entry level both for those who have identified the field of early education and childcare as their possible career path, and also for any candidates following a programme of study at Intermediate 1 level who may wish to extend their educational experience. The knowledge and experiences acquired in the areas of child development, play and working in the early education and childcare sector may be transferable to other academic or career pathways, particularly those which involve working with children or in other care settings.

The aims of this Course are to:

- ◆ introduce candidates to the factors which impact on the lives of children, their parents and carers
- ◆ provide basic insight into working in early education and childcare
- ◆ introduce candidates to the interrelationship between component Units
- ◆ introduce candidates to the necessity of viewing all aspects of early education and childcare holistically
- ◆ enable candidates to draw upon the experiences gained in the Outcomes of the component Units to inform their understanding of what can be considered as effective early education and childcare provision
- ◆ introduce candidates to the scope of the early education and childcare sector
- ◆ allow candidates to develop key life skills, eg through the optional Unit ‘Parenting’ (*Intermediate 1*)
- ◆ allow candidates to develop communication skills by working in groups and with others in a variety of contexts
- ◆ allow candidates to develop investigative skills using a variety of research methods
- ◆ allow candidates to develop presentation skills
- ◆ allow candidates to develop self-evaluation skills
- ◆ give candidates confidence to set achievable goals

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Intermediate 1)

- ◆ allow candidates the opportunity to develop skills required for possible employment in the early education and childcare sector, particularly personal/interpersonal, basic communication and practical caring skills
- ◆ allow candidates to develop skills required for employment in other sectors

COURSE CONTENT

Summary of Course content

This Course consists of three mandatory Units and a choice of one Unit from a selection of three. Although the content of each component Unit does not presuppose knowledge and skills acquired in the other Units, there are significant opportunities to integrate both knowledge and skills while studying the Course. Whenever an opportunity to integrate knowledge and skills across the Units arises, candidates should be made aware of this and encouraged to maximise this potential. Detailed guidance on opportunities for integration and development can be found in the ‘Approaches to Learning and Teaching’ in this Course Specification.

Summary of Unit content

Mandatory section

Child Development (Intermediate 1) (1 credit)

This Unit is designed to introduce candidates to aspects of child development and the key milestones of development for children aged 0–12 years. Building on this knowledge they will, working as part of a group, investigate one aspect of child development in detail. They will present their findings and review and evaluate both the investigative process and the presentation.

Working in Early Education and Childcare (Intermediate 1) (1 credit)

This Unit allows the candidate to develop a basic understanding of different types of provision in the early education and childcare sector and to describe how the sector supports children and families. Candidates will discuss some of the main skills and qualities required to work with children aged 0–12 years. There is no requirement for candidates to have a placement within an early education and childcare setting, but the candidate will investigate early education and childcare provision within an area identified by the candidate. This may require the candidate to visit workplace settings.

Play in Early Education and Childcare (Intermediate 1) (1 credit)

This is an introductory Unit which allows candidates to develop a basic understanding of a variety of types of play and how play contributes to the development of the child. It should allow candidates to explore a variety of play types, and describe a range of play experiences within each type of play. The candidates should demonstrate an understanding of the appropriateness and value of play opportunities for the development of children aged 0–12 years. The candidates will have the opportunity for practical play experiences.

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Intermediate 1)

Optional section

Parenting (Intermediate 1) (1 credit)

This Unit is designed to give candidates an awareness of the personal skills and qualities required to be a parent of children aged 0–12 years. Candidates will learn to carry out practical tasks which will increase their understanding of the role of a parent. They will also participate in group investigations into the support available to parents from family and the community.

Maintenance of a Safe Environment for Children (Intermediate 1) (1 credit)

This Unit enables the candidate to develop an awareness of current health and safety legislation related to an early education and childcare environment. It allows candidates the opportunity to identify potential risks and hazards within settings, to carry out a risk assessment and to demonstrate possible strategies for dealing with these. These strategies should give candidates an awareness of their own responsibilities and the employer's responsibilities in maintaining a safe environment. There is no requirement for candidates to have a placement to complete this Unit but they may visit workplace settings.

Care of Children (Intermediate 1) (1 credit)

This Unit is designed to allow the candidate to gain a basic understanding of how the needs of children aged 0–12 years can be met. They are required to plan, demonstrate and review caring skills that meets these needs. Building on this knowledge they will, working as part of a group, investigate and present information on one of the needs in detail. Candidates are not required to have a work placement to complete this Unit but would benefit from visiting early education and childcare settings.

ASSESSMENT

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

Assessment objectives

The assessment strategies used in this Course will allow the candidate to demonstrate a competence in key knowledge, skills and attitudes required to be employed in the early education and childcare sector. These include:

Knowledge and understanding of:

- ◆ the importance of child development
- ◆ the role of the adult in supporting the care, learning and development of the child
- ◆ the importance of play to the developing child
- ◆ the skills required to be a parent
- ◆ support available to parents in the community and from the family
- ◆ the scope of the early education and childcare sector
- ◆ the basic needs of children
- ◆ the roles of the employee and employer in relation to health and safety practice
- ◆ how to carry out a risk assessment

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Intermediate 1)

Key skills in:

- ◆ how to plan
- ◆ how to minimise risk
- ◆ how to care for children
- ◆ communication
- ◆ working as part of a team
- ◆ presentation of material
- ◆ using a variety of research methods
- ◆ self-evaluation and reflection

Attitudes, such as:

- ◆ reliability
- ◆ consistency
- ◆ honesty
- ◆ trust
- ◆ confidentiality

A variety of assessment strategies are used to enable candidates to achieve, whatever the learning style. Some of the evidence is generated by the candidate working on their own, other evidence is generated by the candidate working as part of a group. Candidates should be able to record their evidence using a variety of formats, eg written, oral, using digital photography, using IT, using video diaries and audio tapes. These strategies should enable candidates to develop aspects of Core Communication and IT skills. The assessments are generated as part of a group to encourage skills in Working with Others and Problem Solving.

Unit assessment

Mandatory section

Child Development (Intermediate 1) (1 credit)

The evidence for this Unit will be gathered by means of a test of no more than 30 minutes, made up of short response questions and carried out under supervision, **and** the production of a folio, the evidence for which will be gathered by the candidate at relevant points during the Unit.

Working in Early Education and Childcare (Intermediate 1) (1 credit)

The evidence for this Unit will be gathered through the production of a single folio of evidence. This will be gathered by the candidate at different stages throughout the Unit and will provide evidence of knowledge and understanding and of the candidate's contribution to group investigations. Evidence of the candidate's review of the methods used for the investigations will also be required.

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Intermediate 1)

Play in Early Education and Childcare (Intermediate 1) (1 credit)

The evidence for this Unit should be gathered through the compilation of a folio of evidence which demonstrates key aspects of knowledge and understanding, records play experiences and provides evidence of group plans and group presentations of planned play experiences. The folio may include photographs, as well as written/oral evidence.

Optional section

Parenting (Intermediate 1) (1 credit)

The evidence for this Unit will be gathered through a short case study which will test knowledge and understanding. The test will be conducted under controlled, supervised conditions and will last no more than 30 minutes. Candidates will also produce a folio of evidence for practical activities and group investigations.

Maintenance of a Safe Environment for Children (Intermediate 1) (1 credit)

The evidence for this Unit will be gathered by a short answer/multiple choice test covering key aspects of knowledge and understanding on health and safety. The test will be conducted under controlled, supervised conditions and will last no more than 30 minutes. Evidence will also be gathered in a folio of the candidate's practical work, including a brief plan for carrying out a risk assessment, a completed risk assessment report, a summary of the strategies used for minimising risks and a brief review of the strategies used.

Care of Children (Intermediate 1) (1 credit)

Evidence for this Unit will be gathered through a short answer test lasting no more than 30 minutes and evidence of the candidate's contribution to a group investigation and presentation into the needs of children.

Further details about Unit assessment for this Course can be found in the Unit Specifications and the National Assessment Bank (NAB) materials.

QUALITY ASSURANCE

The Units of all National Courses are subject to internal verification and may also be chosen for external verification by SQA. This is to ensure that national standards are being applied across all subjects.

To assist centres, Senior Verifier reports are published on SQA's website www.sqa.org.uk

National Course Specification: Course details (cont)

COURSE: Early Education and Childcare (Intermediate 1)

GUIDANCE ON LEARNING/TEACHING AND ASSESSMENT APPROACHES FOR THIS COURSE

This Course and its component Units are at SCQF level 4. Teachers/lecturers should be aware of the content and structure of this level prior to delivering this Course. This will give a clear indication of the level of content, assessment and delivery.

The teaching approach to this Course should be experiential and lecture style presentations should be kept to a minimum. Reflecting good practice within the early education and childcare sector, the teaching approach should be candidate-centred with candidates being helped to draw on previous learning and their own experience. Lecturers should ensure that candidates have the opportunity to learn through practical experiences, achievable by candidates through:

- ◆ play workshops that enable candidates to experience a range of types of play
- ◆ observing children, in practice or through video
- ◆ visiting early education and childcare settings
- ◆ inviting appropriate speakers
- ◆ demonstrating practical parenting skills
- ◆ carrying out risk assessment exercises

Learn through reflecting on all stages of the experience, achievable through:

- ◆ planning play experiences for children
- ◆ planning group investigation
- ◆ planning personal investigation
- ◆ reviewing research methodology
- ◆ reflecting on the group process
- ◆ reviewing personal skills and qualities
- ◆ producing a personal development plan

The focus of the Course is one of investigation and presenting findings in a variety of ways. Candidates should have access to a variety of research tools, which may include:

- ◆ the internet
- ◆ personal testimony
- ◆ using books, magazine and periodicals
- ◆ visiting provision, eg crèches, toy libraries, baby clinics
- ◆ outside speakers: parents, community health practitioners, children
- ◆ interviews: parents and children

Where outside speakers and visits are arranged, candidates should, where possible, take responsibility for this by making phone calls, arranging hospitality, thank you letters and follow-up actions. Candidates should have the opportunity to be able to participate in workshop sessions, particularly related to the Units *Play in Early Education and Childcare (Intermediate 1)* and *Care of Children (Intermediate 1)* and *Parenting (Intermediate 1)*. Candidates should have access to play materials to allow them to experience, at first hand, a variety of play types. Centres should consider purchasing realistic or interactive dolls and candidates should have access to a kitchen area to allow them to prepare healthy meals and snacks for children.

National Course Specification: Course details (cont)

COURSE: Early Education and Childcare (Intermediate 1)

When supporting candidates in practical tasks, teachers/lecturers should ensure the health and safety of candidates, particularly within a kitchen environment. Teachers/lecturers should ensure that appropriate permissions are sought if candidates are visiting settings outwith the centre.

This may have resourcing implications for centres, but teaching sessions should not be wholly classroom/paper based. Candidates are not expected to have a work placement to complete the Course but they should have the opportunity to visit early education and childcare settings and community resources which support parents. When visiting early education and childcare settings candidates should be encouraged to gather evidence and information for a variety purposes and covering several Units. This will allow candidates to see the holistic nature of working in early education and childcare, eg if visiting a nursery school they could find out about the support offered to parents and also find out about early education and childcare provision.

Opportunities for the integration and development of key knowledge, skills and qualities should be encouraged. The preferred order for the delivery of component Units is a matter for individual centres and will depend upon the number of factors. However, it is strongly recommended that the Unit *Child Development (Intermediate 1)* is studied at the beginning of the Course followed by or concurrently with the Units *Play in Early Education and Childcare (Intermediate 1)* and *Working in Early Education and Childcare (Intermediate 1)* and the chosen Unit from the optional section. The order and pattern of delivery may be dependant upon whether the candidate has the opportunity for a work placement. Where two or more members of staff are delivering separate Units, care must be taken to adopt a common approach when developing key knowledge, skills and qualities. This will avoid confusion for candidates and maximise opportunities to develop and refine these skills in the variety of contexts available. Teachers/lecturers should be up-to-date with current developments in the early education and childcare sector.

Employability Skills

Employability skills assessed in the mandatory Units of the Course are:

- ◆ working co-operatively with others
- ◆ planning and preparation
- ◆ reviewing and evaluating own skills development
- ◆ presentation skills
- ◆ completing set tasks and meeting deadlines
- ◆ maintaining a tidy, organised and safe environment
- ◆ time management skills
- ◆ dress appropriately for working with children
- ◆ good communication skills
- ◆ gathering, collating and evaluating information
- ◆ organisational skills
- ◆ understanding roles and responsibilities

Employability skills assessed in the optional Units of the Course are:

- ◆ taking advice and dealing with feedback
- ◆ demonstrating a responsible attitude in all aspects of working with children
- ◆ health and safety awareness

National Course Specification: Course details (cont)

COURSE: Early Education and Childcare (Intermediate 1)

Assessment as an Important Learning and Teaching Opportunity

Unit assessment provides a clear indication of whether or not candidates have achieved the minimum standards required to pass an individual Unit. As such, Unit assessment is summative. However, all assessment has a formative value. Carrying out investigations, research and producing portfolios of evidence and projects should be seen as part of the learning and teaching process as well as Unit assessment.

In order to make maximum use of assessment, teachers and lecturers need to provide meaningful feedback on all items of Unit and end-of-topic assessments. This feedback should highlight areas where candidates have performed well. It should also highlight areas where candidates need additional development. Homework exercises should also be commented on. Feedback should be elicited after all classroom activities and summing-up comments should be made by the teacher or lecturer. The nature of such feedback will depend on the prior experience of candidates, the range of candidates and the resources available.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for this Course. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Intermediate 1)

Appendix: Employability Skills Profile

In addition to the specific, vocational skills developed and assessed in this Course, employability skills are addressed as detailed in the table below. For the purposes of the table, the Units are referred to as A, B, C, D, E and F as indicated.

Child Development	= A
Working in Early Education and Childcare	= B
Play in Early Education and Childcare	= C
Parenting	= D
Maintenance of a Safe Environment for Children	= E
Care of Children	= F

Employability skill/attitude	Evidence
♦ working co-operatively with others	B, C, D, E, F
♦ taking advice and dealing with feedback	D
♦ planning and preparation	A, B, C, D, E, F
♦ reviewing and evaluating own skills development	B, C, D, E, F
♦ presentation skills	A, B, C, D
♦ time management skills	C
♦ demonstrating a responsible attitude in all aspects of working with children	E, F
♦ good communication skills	B
♦ maintaining tidy, organised and safe environment	C, E
♦ health and safety awareness	E, F
♦ gathering, collating and evaluating information	A, B, C, D
♦ organisational skills	A, B, C, D, E, F
♦ understanding roles and responsibilities	B, E

Assessment evidence in all Units:

- A = An investigation folio on aspects of child development
- B = An investigation folio on early education and childcare provision
- C = An investigation folio and observation checklist on planning play experiences
- D = An investigation folio on support available for parents
- E = A folio covering the planning, carrying out and reviewing of a risk assessment
- F = A folio covering the care needs of children and the investigation of specific needs of children

National Unit Specification: general information

UNIT	Child Development (Intermediate 1)
CODE	DM83 10
COURSE	Early Education and Childcare (Intermediate 1)

SUMMARY

This Unit is designed to introduce candidates to aspects of child development and the key milestones of development for children aged 0–12 years. Building on this knowledge they will, working as part of a group, investigate one aspect of child development in detail. They will present their findings and review and evaluate both the investigative process and the presentation.

This Unit is a mandatory Unit in the Course *Early Education and Childcare (Intermediate 1)* but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who may be considering employment in the early education and childcare sector or who wish to progress to further levels of study in early education and childcare.

OUTCOMES

- 1 Demonstrate knowledge and understanding of aspects of child development in the age range 0–12 years.
- 2 Investigate one aspect of child development from the age range 0–12 years.
- 3 Evaluate the investigation into an aspect of child development.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, centres should note that this Unit is at Intermediate 1 which is equivalent to Standard Grade, General level.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Child Development (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*).

**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 is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Child Development (Intermediate 1)

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 the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate knowledge and understanding of aspects of child development in the age range 0–12 years.

Performance Criteria

- (a) Describe aspects of child development.
- (b) Identify key milestones in the development of children aged 0–12 years for each of the aspects.

OUTCOME 2

Investigate one aspect of child development from the age range 0–12 years.

Performance Criteria

- (a) Identify a range of sources of information for one selected aspect of development.
- (b) Prepare a plan for carrying out an investigation into the selected aspect of development.
- (c) Carry out the investigation into the selected aspect of development according to the plan.
- (d) Present the findings of the investigation in the format identified in the plan.

OUTCOME 3

Evaluate the investigation into an aspect of child development.

Performance Criteria

- (a) Review the effectiveness of the plan.
- (b) Review the methods used to carry out the investigation.
- (c) Review the effectiveness of the presentation.

National Unit Specification: statement of standards (cont)

UNIT Child Development (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written/oral/graphical evidence is required to demonstrate that all Outcomes and Performance Criteria have been achieved.

The evidence for this Unit will be gathered by means of:

- ◆ a test of no more than 30 minutes, made up of short response questions and carried out under supervision. The test will cover knowledge and understanding of the aspects of child development. The achievement for this task will be determined by the use of a cut-off score
- ◆ the production of a folio, the evidence for which will be gathered by the candidate at relevant points during the Unit

The folio should contain:

- ◆ A plan for the investigation into an aspect of child development, to include:
 - the range of sources of information
 - a specified format for the presentation of the findings
- ◆ A description of the selected aspect of child development
- ◆ A review sheet relating to:
 - the effectiveness of the plan
 - the methods used to carry out the investigation
 - the effectiveness of the presentation

The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Child Development (Intermediate 1)

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

Opportunities will arise in various practical contexts to discuss the value of general employability skills such as working co-operatively; taking advice and dealing with constructive feedback; planning and thorough preparation, learning through reflecting on experiences; problem solving and effective presentation skills. Candidates who complete this Unit will have been introduced to key aspects of knowledge for working in the sector.

Employability Skills

In this Unit candidates will have the opportunity to be assessed for:

- ◆ presentation skills
- ◆ planning and preparation
- ◆ gathering, collating and evaluating information
- ◆ organisational skills

Through Teaching and Learning this Unit provides an opportunity to raise awareness of the importance of:

- ◆ demonstrating a responsible attitude in all aspects of working with children
- ◆ completing set tasks and meeting deadlines
- ◆ good communication skills

Outcome 1

Knowledge and understanding of child development and children's developmental progress underpin all work in early education and childcare settings. In particular, candidates should be made aware of the four aspects of development listed below.

- ◆ **Physical development** relates to the development of the body. It includes growth in height and weight as well as progression in physical ability and skills. It involves the development of gross motor and fine motor skills as well as balance.
- ◆ **Emotional and social development** is about learning about your feelings. Emotional development is closely linked to social development. Emotional development can be described as the development of the child's ability to control and express feelings in appropriate ways. Social development is the acquisition of the skills, attitudes and manners required to interact and relate with other people in socially appropriate ways.
- ◆ **Cognitive development** is the development of the mind or the thinking part of the brain. It concerns how children learn, think and understand by using their senses, memory, imagination and concentration.

National Unit Specification: support notes (cont)

UNIT Child Development (Intermediate 1)

- ◆ **Language development** is about learning to speak and communicate. It includes the use of language and speech and many other functions such as listening and understanding, reading and writing and the use of non-verbal communication.

Candidates will also gain an understanding of the significant stages or ‘milestones’ of each of these aspects as children grow and develop. They should relate these to each of the age groups specified in the Appendix to the Statement of Standards.

Outcomes 2 and 3

Candidates are required to select one of the aspects of development, prepare a plan for an investigation into this, carry out the investigation and then present the findings of the investigation. The presentation method should be included in the plan and should be selected by the candidates. A variety of methods could be explored such as:

- ◆ a display
- ◆ a power-point presentation
- ◆ a poster
- ◆ a report
- ◆ a leaflet

The presentation should be recorded in some way, eg by video or photograph for inclusion in the candidate’s folio of evidence. If a number of groups are working within one class it would be likely that they would choose different way to present their information.

Through their investigation, candidates should be aware that children’s developmental patterns follow the same sequence but that individual children develop at different rates. For instance, a child may crawl at age 6–7 months or not until age 12 months and both these ages are within the established ‘norm’. There are also children who never crawl but still progress to walking. As result of their investigation, candidates should be able to provide an explanation of the importance of the chosen aspect in terms of the developing child.

To carry out the investigation, candidates should have access to a range of sources of information, including:

- ◆ the internet
- ◆ personal testimony
- ◆ using books, magazines and periodicals
- ◆ visiting provision, eg crèches, toy libraries, baby clinics, after-school clubs
- ◆ outside speakers: parents, community health practitioners, children
- ◆ interviews: parents and children

Where outside speakers and visits are arranged, candidates should take responsibility for this by making phone calls and arranging hospitality and thank you letters. Consideration could be given to the allocation of one aspect of development to different groups and the sharing of all research gathered to draw conclusions.

National Unit Specification: support notes (cont)

UNIT Child Development (Intermediate 1)

Following the presentation candidates should reflect on the investigative process and relate this directly to the plan made for Outcome 2 Performance Criteria (b). They should evaluate their contribution in the investigative process and in the presentation, in relation to the methods used and the contribution of others. This could be facilitated by the teacher/lecturer through individual tutorial sessions or by the candidate using a checklist. Candidates should be encouraged to look at their contribution positively — what they did rather than what they did not do.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

At Intermediate 1, the four aspects of development could be introduced by teacher/lecturer led activities, in order to give the candidates a basic understanding of these crucial aspects before they go on to investigate one of the aspects in some detail. The approach taken throughout the Unit should mainly be a practical interactive one, with candidates presented with workshops and opportunities for active learning. However, there is an important element of knowledge and understanding in this Unit and there should be a balance between teacher/lecturer presentation and candidate centred learning. Advice on approaches to learning is integrated throughout the previous section.

Some of the approaches used could include:

- ◆ small group exercises
- ◆ case studies
- ◆ worksheets
- ◆ individual research, including the use of the internet
- ◆ video/audio material
- ◆ use of relevant visiting speakers, eg health visitor/community health practitioner, parent
- ◆ visits to early education and/or childcare settings, eg baby clinic.

Outcome 1

For physical development, much use can be made of video materials showing an overview of the developmental progress of the child — studying the physical development of children at various stages. It is important that candidates can demonstrate knowledge and understanding of the sequence of physical developmental progress in children and the expected stages reached at different ages.

Candidates should be able to demonstrate knowledge and understanding of the sequence of emotional and social developmental progress in children and the expected stages reached at different ages. Video materials can be useful in demonstrating stages of emotional and social development.

Video material is also useful to demonstrate stages of cognitive development. Candidates should be able to demonstrate knowledge and understanding of the sequence of cognitive developmental progress in children and the expected stages reached at different ages.

Candidates should be able to demonstrate knowledge and understanding of the sequence of language developmental progress in children and the expected stages reached at different ages.

National Unit Specification: support notes (cont)

UNIT Child Development (Intermediate 1)

Core Skills

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the teaching and learning process. In this Unit, candidates will participate in group discussion to develop communication skills. Presentation skills will also be enhanced when the candidate submits the findings from the investigation.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification. The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard. Assessment should be carried out under supervision. A variety of approaches could be used.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: Appendix to the Statement of Standards

UNIT Child Development (Intermediate 1)

The aspects of development are:

- ◆ physical development
- ◆ emotional and social development
- ◆ cognitive development
- ◆ language development

The age range of this Unit is 0–12 years divided into the following age groups:

- ◆ 0–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years

National Unit Specification: general information

UNIT Working in Early Education and Childcare (Intermediate 1)

CODE DM84 10

COURSE Early Education and Childcare (Intermediate 1)

SUMMARY

This Unit allows the candidate to develop a basic understanding of different types of provision in the early education and childcare sector and to describe how the sector supports children and families. Candidates will discuss some of the main skills and qualities required to work with children aged 0–12 years. There is no requirement for candidates to have a placement within an early education and childcare setting, but the candidate will investigate early education and childcare provision within an area identified by the candidate. This may require the candidate to visit workplace settings.

This Unit is a mandatory Unit in the Course *Early Education and Childcare (Intermediate 1)* but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who may be considering employment in the early education and childcare sector and who wish to progress to further levels of study in early education and childcare.

OUTCOMES

- 1 Contribute to a group investigation into provision in the early education and childcare sector.
- 2 Demonstrate an understanding of the skills, and qualities required to work in the early education and childcare sector.
- 3 Contribute to a group investigation into early education and childcare provision in a specified geographical area.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, centres should note that this Unit is at Intermediate 1 which is equivalent to Standard Grade, General level.

Administrative Information

Superclass: GA

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National Unit Specification: general information (cont)

UNIT Working in Early Education and Childcare (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*).

**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 is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Working in Early Education and Childcare (Intermediate 1)

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 the Scottish Qualifications Authority.

OUTCOME 1

Contribute to a group investigation into provision in the early education and childcare sector.

Performance Criteria

- (a) Agree roles and methods for the group investigation into types of provision for children aged 0–12 years.
- (b) Carry out the agreed tasks in the investigation.
- (c) Identify the types of provision available and settings within these.
- (d) Describe how one setting within a type of provision meets the needs of the child in one of the age groups within the range 0–12 years.
- (e) State the benefits which this setting offers to families with children aged 0–12 years.
- (f) Review the methods used by the group during the investigation.

OUTCOME 2

Demonstrate an understanding of the skills and qualities required to work in the early education and childcare sector.

Performance Criteria

- (a) Identify three different types of job available in the sector.
- (b) State the skills and qualities required for these different jobs using the relevant job descriptions.
- (c) Contribute to a group discussion, explaining why these skills and qualities are important.
- (d) Give examples of early education and childcare professionals using these skills and qualities.

OUTCOME 3

Contribute to a group investigation into early education and childcare provision in a specified geographical area.

Performance Criteria

- (a) Take part in the planning of an investigation into early education and childcare provision in a specified geographical area.
- (b) In an allocated role, carry out the investigation.
- (c) Take part in a group presentation on the findings of the investigation.
- (d) Review the effectiveness of the investigation and presentation by the group, and identify any improvements which could have been made.

National Unit Specification: statement of standards (cont)

UNIT Working in Early Education and Childcare (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

The evidence for this Unit, covering all the Outcomes and Performance Criteria will be gathered through the production of a single folio of evidence. This will be developed by the candidate throughout the Unit and will be based on class work and the candidate's investigations, either individual or with others.

The folio should contain:

- ◆ a brief summary of how the investigation was carried out, with a note of the role played by the candidate
- ◆ a list of at least five settings covering all of the types of early education and childcare provision specified in the Appendix to the Statement of Standards
- ◆ a description of how one setting meets the needs of the child and supports the family. This description could be given using a variety of formats, eg as a presentation, a display, a poster or a leaflet
- ◆ a review of the methods used by the group during the investigation
- ◆ a list of three jobs in the early education and childcare sector, with a statement for each, giving the relevant skills and qualities
- ◆ evidence that the candidate has participated in group discussion regarding the skills and qualities required to be an early education and childcare professional. This could be recorded on audio /video tape, or by means of a lecturer checklist
- ◆ three examples of early education and childcare workers demonstrating these skills and qualities
- ◆ a plan of an investigation into early education and childcare provision in a specified geographical area
- ◆ evidence of the presentation on the findings of the investigation
- ◆ a review of the effectiveness of the investigation **and** the presentation by the group, with suggestions for improvement

A teacher/lecturer checklist will provide evidence of participation in group discussion.

The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Working in Early Education and Childcare (Intermediate 1)

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

By the end of this Unit candidates will:

- ◆ have a basic understanding of the different types of early education and childcare provision for children aged 0–12 years
- ◆ have an understanding of how this provision supports children and families
- ◆ be able to describe skills and qualities required to work within the early education and childcare sector
- ◆ be able to give examples of how early education and childcare professionals use these skills and qualities
- ◆ be aware of early education and childcare provision within a specified geographical area
- ◆ have planned a group investigation
- ◆ have used a variety of investigative methods
- ◆ have reviewed the investigative process

Candidates will develop:

- ◆ communication skills by working in groups and with others in a variety of contexts
- ◆ investigative skills using a variety of research methods
- ◆ presentation skills through the production of the folio of evidence and the presentation of material
- ◆ self-evaluation skills
- ◆ confidence to set achievable goals

Employability Skills

In this Unit candidates will have the opportunity to be assessed for:

- ◆ planning and preparation
- ◆ working co-operatively with others
- ◆ reviewing and evaluating own skills development
- ◆ presentation skills
- ◆ good communication skills
- ◆ gathering, collating and evaluating information
- ◆ organisational skills
- ◆ understanding roles and responsibilities

National Unit Specification: support notes (cont)

UNIT Working in Early Education and Childcare (Intermediate 1)

Through teaching and learning the Unit provides an opportunity to raise awareness of the importance of:

- ◆ taking advice and dealing with feedback
- ◆ dressing appropriately for working with children
- ◆ demonstrating a responsible attitude in all aspects of working with children
- ◆ maintaining a tidy, organised and safe environment

Outcome 1

Following a brief presentation from the lecturer, the candidate should find out about the types of provision available to children aged 0–12 years and their families. This should include:

- ◆ Local Authority provision, including nursery schools and classes, primary schools
- ◆ voluntary provision, including playgroups, out of school clubs, summer play schemes, crèches
- ◆ private provision, including private nurseries and independent schools

Candidates should gather information on types of provision in the broadest terms, so that they have a clear understanding of what each type of provision has to offer the child and the family. Candidates should be encouraged to use a variety of methods to find out this information. They should find out what each type of provision offers in support to the child and the family. This may require lecturer led discussion and presentation.

The method employed by the candidates could include:

- ◆ inviting outside speakers
- ◆ visiting provision
- ◆ searching the internet
- ◆ looking at leaflets and booklets from different types of provision
- ◆ videos
- ◆ using books, periodicals and magazines
- ◆ visiting libraries

This research should not be only classroom based and the lecturer should ensure that candidates have the opportunity to use a wide range of research methods.

Outcome 2

Candidates should be able to describe some of the skills and qualities that are needed to work in an early education and childcare setting. Candidates need to explore these in relation to:

- ◆ those required to work with children
- ◆ those required to work with adults, including working as part of a team

National Unit Specification: support notes (cont)

UNIT Working in Early Education and Childcare (Intermediate 1)

They should be aware that early education and childcare workers need to build positive relationships with children, parent/carers, families, colleagues and others. They should explore the difference between skills and qualities. Some of the skills and qualities that candidates may describe could be:

Skills

- ◆ communication skills
- ◆ creative skills
- ◆ ability to use own initiative
- ◆ ability to relate to children and adults
- ◆ planning and observation skills

Qualities

- ◆ reliability and trustworthiness
- ◆ interest and enthusiasm
- ◆ patience and tolerance
- ◆ sensitivity and empathy
- ◆ openness and honesty

Teaching and learning should be underpinned with respect for individuals, valuing diversity and an understanding of the need for confidentiality. Candidates should translate these qualities into practical caring skills and be able to relate each one to practice. Greeting children in the morning is one example of showing respect. This could be broadened to encompass employability skills, eg turning up on time is a sign of reliability. Candidates should also be aware of the importance of basic communication skills required to work in early education and childcare. They should consider:

- ◆ body language
- ◆ speaking clearly
- ◆ listening actively

Outcome 3

This Outcome allows candidates to develop and use skills from previous Outcomes and the emphasis is on investigation and group work. In planning their investigation, groups should consider:

- ◆ the geographical area chosen
- ◆ ease of access
- ◆ local knowledge
- ◆ the skills of the group
- ◆ the types of methods to be employed
- ◆ timescale
- ◆ the nature of the presentation

Candidates should be encouraged to plan carefully, as they are required to review the process at a later stage. They should submit their plan prior to carrying out the investigation. The lecturer should ensure that tasks are equally distributed amongst the group and that candidates are able to employ the methods used, eg they are able to visit the area or a setting. Candidates should carry out the investigation in class time and this should not be left to the candidate's own time. The investigation itself will be dependent upon the geographical area chosen and the type of provision within the area.

National Unit Specification: support notes (cont)

UNIT Working in Early Education and Childcare (Intermediate 1)

A variety of methods can be used by candidates to present their findings, and lecturers, where possible, should give candidates the choice as to the preferred method. Candidates should be encouraged to be as imaginative as possible. They could:

- ◆ present a report with supporting evidence
- ◆ present a video diary
- ◆ present a power point presentation
- ◆ set up a display
- ◆ produce a newsletter

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1

Candidates should be encouraged to use a variety of methods to find out information required for this Outcome. This should be an active investigation and should not be based on lecturer presentation. Candidates should use the material gathered to explain how the provision supports the child and family. This may be done through group discussion, presentations, leaflet/poster making. Candidates could be given a worksheet from the teacher/lecturer to facilitate their research to ensure they gather the correct information required. Candidates should have access to a variety of means of gathering information. Where outside speakers are used or candidates visit provision this should be organised by the candidates themselves where possible. They should make phone calls, write letters, organise hospitality and follow up visits and speakers with thank you letters and calls.

Outcome 2

Candidates are expected to participate in group discussion in relation to the skills and qualities required by early education and childcare workers. The teacher/lecturer should ensure that each member of the group is enabled to participate in discussion and this could be facilitated through a variety of methods that would match the individual learning styles of candidates. Consideration should be given to:

- ◆ the size of groups
- ◆ giving candidates time to consider responses prior to joining a group
- ◆ the use of ICT, eg the use of chat room discussion
- ◆ the use of case studies and videos to promote discussion
- ◆ the use of role play

Candidates should use a variety of means to feedback the outcomes of their discussion and this could be used as additional evidence for the candidate's folio of evidence. Candidates could:

- ◆ make a poster/leaflet
- ◆ use a power-point presentation
- ◆ use an OHP
- ◆ set up a display
- ◆ produce a handout for the rest of the class
- ◆ present their role play

National Unit Specification: support notes (cont)

UNIT Working in Early Education and Childcare (Intermediate 1)

Outcome 3

Classroom organisation is at the discretion of the lecturer but consideration could be given to the size and dynamics of the groups. The candidates could either choose their own group or the groups could be chosen by the lecturer. Discussion will need to take place about the geographical areas available to candidates and the methods available to them. The organisation of the investigation by the lecturer should be a model of good practice for candidates. Groups will need to be supported when organising visits and outside speakers. Candidates should be given a planning sheet which should be submitted prior to the investigation taking place. A timescale should be negotiated and agreed with candidates and they should be given:

- ◆ planning time
- ◆ investigation time
- ◆ time to plan presentation
- ◆ presentation time
- ◆ review time

They will also need access to resources to produce their presentation and to record their information. This could be multi-media and candidates should have access to ICT provision if at all possible. Candidates should not be expected to present a purely written report.

A checklist could be given to candidates to allow them to review the process and this should articulate with the planning of the investigation.

Core Skills

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the teaching and learning process. In this Unit, candidates will be working co-operatively with others in carrying out a practical investigation into early education and childcare provision; in planning, implementing and evaluating provision. Problem solving will be a key element of the work as the candidates will decide what information needs to be gathered. Opportunities for developing aspects of written and oral communication will arise during the practical investigation and group interaction.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The folio could be presented in a variety of formats and candidates could consider using ICT to record the evidence required for their portfolio, eg digital photography, web material saved on disc, diagrams, video diary, etc.

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification. The learning and teaching advice above encompasses the gathering of evidence for assessment. The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard. Assessment should always be carried out under supervision.

National Unit Specification: support notes (cont)

UNIT Working in Early Education and Childcare (Intermediate 1)

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: Appendix to the Statement of Standards

UNIT Working in Early Education and Childcare (Intermediate 1)

The age range of this Unit is 0–12 years, divided into the following age groups:

- ◆ 0–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years

Candidates should consider the following types of provision:

- ◆ Local Authority
- ◆ private
- ◆ voluntary

Within each of the above types there are a number of settings.

National Unit Specification: general information

UNIT Play in Early Education and Childcare (Intermediate 1)

CODE DM41 10

COURSE Early Education and Childcare (Intermediate 1)

SUMMARY

This is an introductory Unit which allows candidates to develop a basic understanding of a variety of types of play and how play contributes to the development of the child. It should allow candidates to explore a variety of play types and describe a range of play experiences within each type of play. The candidates should demonstrate an understanding of the appropriateness and value of play opportunities for the development of children aged 0–12 years. The candidates will have the opportunity for practical play experiences.

This Unit is a mandatory Unit in the Course *Early Education and Childcare* (Intermediate 1), but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who may be considering employment in the early education and childcare sector and who wish to progress to further levels of study in early education and childcare.

OUTCOMES

- 1 Demonstrate knowledge and understanding of types of play for children aged 0–12 years.
- 2 Demonstrate knowledge and understanding of how play promotes the care, learning and development of children aged 0–12 years.
- 3 Working with others, plan play experiences for children aged 0–12 years.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, centres should note that this Unit is at Intermediate 1 which is equivalent to Standard Grade, General level.

Administrative Information

Superclass: GA

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National Unit Specification: general information (cont)

UNIT Play in Early Education and Childcare (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*).

**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 is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Play in Early Education and Childcare (Intermediate 1)

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 the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate knowledge and understanding of types of play for children aged 0–12 years.

Performance Criteria

- (a) Identify a range of types of play for children aged 0–12 years.
- (b) Describe a range of play experiences from the specified play types which are appropriate to the age range of the children.
- (c) Observe a range of types of play for children aged 0–12 years.
- (d) Participate in a range of types of play for children aged 0–12 years.
- (e) Maintain a record of observations and experiences of play.

OUTCOME 2

Demonstrate knowledge and understanding of how play promotes the care, learning and development of children aged 0–12 years.

Performance Criteria

- (a) Describe how different types of play contribute to children's care.
- (b) Describe how different types of play contribute to children's learning.
- (c) Describe how different types of play contribute to children's development.

OUTCOME 3

Working with others, plan play experiences for children aged 0–12 years.

Performance Criteria

- (a) Contribute to a group plan for play experiences.
- (b) Produce a play plan which supports the care, learning and development of children.
- (c) Contribute to the group presentation of the plan in the format agreed by the group.
- (d) Review own contribution to group plan and group presentation in terms of strengths and areas for improvement.

National Unit Specification: statement of standards (cont)

UNIT Play in Early Education and Childcare (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written/oral evidence is required for this Unit to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria.

Candidates will undertake group and individual assignments, producing a folio of evidence which may include written, photographic or recorded oral material. The folio will include:

- ◆ a list of different types of play
- ◆ a description of a different play experience for each type of play listed in the Appendix to the Statement of Standards
- ◆ a log sheet of play experiences observed
- ◆ a log sheet of play experiences in which the candidate has participated
- ◆ a description of how at least two types of play contribute to a child's care, learning and development in at least two different age groups in the age range 0–12 years
- ◆ a group plan for play experiences which support the care, learning and development of children from one age group within the age range 0–12 years
- ◆ a record of contribution to the group presentation of the plan
- ◆ a review of own contribution to the group planning and group presentation and suggestions for improvement

The folio should be supported by an assessor observation checklist which confirms that the candidate has participated in allocated group roles and that the items in the folio are the candidate's own work. The evidence for the folio may be gathered at different points throughout the Unit.

The National Assessment Bank item (NAB) for this Unit provides details of the assignments, an assessor checklist, a log sheet template, candidate review sheet template *and a case study*. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Play in Early Education and Childcare (Intermediate 1)

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

The content of this Unit is designed to raise the candidate's awareness of the nature and value of play and how it contributes to a child's care, learning and development.

It is important to recognise that some candidates who wish to work with children, may not have had the benefit of a wide variety of play experiences themselves. The Unit therefore includes candidate observation of and participation in play experiences. These experiences will be supplemented by teaching/learning activities to establish appropriate types of play and play experiences for the age range. Teacher-led activities will increase the candidate's awareness and understanding of the impact of play on the child's care, learning and development.

When candidates have developed an understanding of the nature of play and its importance, they will then contribute to group planning of relevant play experiences for children. Groups will present finished plans to their peers and then review the effectiveness of the planning process.

The objectives of the Unit are that the candidates will:

- ◆ learn about play through experiencing it
- ◆ be able to describe play and how it might contribute to the child's development at a basic level
- ◆ in groups, plan simple play experiences from within the specified age range and different types of experiences
- ◆ present plans to their peers
- ◆ reflect on how their plan worked — what was good about it and what could have been improved

Employability Skills

In this Unit candidates will have the opportunity to be assessed for:

- ◆ presentation skills
- ◆ working co-operatively with others
- ◆ planning and preparation
- ◆ reviewing and evaluating own skills development
- ◆ time management skills
- ◆ maintaining tidy, organised and safe environment
- ◆ gathering, collating and evaluating information
- ◆ organisational skills

Through teaching and learning the Unit provides an opportunity to raise awareness of the importance of:

- ◆ dressing appropriately for working with children
- ◆ demonstrating a responsible attitude in all aspects of working with children

National Unit Specification: support notes (cont)

UNIT Play in Early Education and Childcare (Intermediate 1)

Outcome 1

Teacher/lecturer led activities should cover key aspects of knowledge and understanding about types of play and appropriate play experiences in the age range. In discussions and other teaching/learning activities, candidates should consider such questions as:

- ◆ what is play?
- ◆ why do children play?
- ◆ do all children play?
- ◆ is play good for children?

Candidates should be encouraged to consider their own childhood play experiences, and those of the group. They may also wish to consider their 'best play' experience and compare with others in the group. This should start to introduce the candidates to different types of play. Candidates could consider the different types of play and explore:

- ◆ what experiences do they like?
- ◆ what do they least like and why?
- ◆ what do others like and why?

Candidates should, for example, through workshop sessions or visits, observe and experience a variety of play types at first hand. The Appendix to the Statement of Standards states the mandatory types of play which **must** be covered. Other types of play may be included in addition. In the following list, there are suggested play experiences. Not all experiences should be covered and the list of experiences is not prescriptive.

Symbolic play

- ◆ play with toys
- ◆ junk modelling
- ◆ role play
- ◆ imaginative play
- ◆ dance and drama

Books and play which supports language enrichment

- ◆ reading stories
- ◆ sharing stories and making up stories
- ◆ making books with children
- ◆ imaginative play
- ◆ role play
- ◆ puppets
- ◆ story boards
- ◆ drama
- ◆ songs with actions
- ◆ poetry and rhymes
- ◆ traditional stories

National Unit Specification: support notes (cont)

UNIT Play in Early Education and Childcare (Intermediate 1)

Creative play

- ◆ musical activities
- ◆ crafts
- ◆ construction
- ◆ drawing, painting, etc
- ◆ clay, dough, sculpting, etc
- ◆ movement and dance
- ◆ imaginative play and drama
- ◆ junk modeling
- ◆ sewing, weaving, tie-dye, t-shirt painting and textiles

Discovery play

- ◆ sensory play
- ◆ exploratory play
- ◆ water play
- ◆ sand play
- ◆ play using natural elements
- ◆ environmental activities
- ◆ 'loose parts' (*items that can be moved from place to place, carried, rolled, lifted, piled one on top of the other or combined to create new structures or experiences*)

Vigorous Play

- ◆ running, jumping, racing, chasing
- ◆ group games
- ◆ parachute games
- ◆ dance
- ◆ wheels — bikes, scooters, tricycles, go-karts, roller blades, skateboards, etc
- ◆ play with equipment — climbing frames, swings, slides, tunnels, etc
- ◆ outdoor activities
- ◆ adventure play
- ◆ circus skills
- ◆ earth balls, egg balls, etc
- ◆ soft play or bouncy castles, etc

Play with technology

- ◆ using real tools
- ◆ cooking, baking
- ◆ working with wood and tools
- ◆ scientific play
- ◆ taking things apart — clocks, radios, etc
- ◆ using computers
- ◆ using the internet
- ◆ audio/visual activities, ie making films, taking photographs, etc
- ◆ using CAD/games software

National Unit Specification: support notes (cont)

UNIT Play in Early Education and Childcare (Intermediate 1)

Games

- ◆ physical games
- ◆ group games
- ◆ ball games
- ◆ team games
- ◆ board games
- ◆ dance and singing games
- ◆ traditional games
- ◆ sports

Outcome 2

Teacher/lecturer led activities should cover knowledge and understanding of how play supports the care, learning and development of the child, for each age group within the age range. Candidates should be able to identify the value of play and play types for children aged 0–12 years, in terms of their well-being, learning and development. Candidates should understand that children are the centre of play, and that children play for play's sake. They should understand that children play regardless of social or cultural backgrounds, individual needs, age or the resources available. Candidates should understand that while children learn and develop by playing, their motivation to play is because it is fun and enjoyable.

The candidate should be able to distinguish between types of play and to understand the value of different types of play. For example, the candidate should understand how physical play can be used to promote a child's emotional development; they should begin to recognise when a child needs a stimulus or indeed a quiet time.

Outcome 3

The content for this Outcome involves candidates working in groups to plan play, drawing on experiences and work done for the previous Outcomes. They will then present their play plans to the class group and review the planning process.

They should consider what needs to be done prior to the play experience, during the experience and after the experience. In planning play experiences candidates should consider:

- ◆ what is the play experience?
- ◆ what do we hope to achieve?
- ◆ will the child have fun?
- ◆ is it important to the child?
- ◆ what is the child learning?
- ◆ will the child learn anything new?
- ◆ what resources do we need? (human, physical and material resources)
- ◆ what will the role of the adult be?
- ◆ are there any policies we need to consider?
- ◆ how do we take into account the individual needs of children?

National Unit Specification: support notes (cont)

UNIT Play in Early Education and Childcare (Intermediate 1)

If possible, they should be given the opportunity to carry out their plans, in a real or simulated context. As part of the group process candidates should, if possible, present their plans in an interactive way. They may choose to set up a play area and explain their plan. They may produce a pictorial plan of the area. The means of presentation should be agreed by the group.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It would be appropriate to integrate Outcomes 1, 2 and 3 of this Unit, bringing theory and practice together. Teaching/learning approaches should include experiential learning where the candidate learns through carrying out practical activities and reflects on the experiences. Teacher-led activities should also be a feature at this level, in particular to establish knowledge and understanding. Candidates should be given opportunities for practical workshop sessions, covering all of the types of play mentioned in the Appendix to the Statement of Standards. Centres should organise the teaching/learning programme and resources to ensure that candidates experience a real or simulated play environment appropriate to the age range.

Candidates should have access to up-to-date topical periodicals and magazines and catalogues. Visits to, or visiting speakers from early education and childcare settings and libraries would be beneficial for candidates. When inviting speakers and arranging visits, candidates should be encouraged, under supervision, to write letters and make phone calls to arrange hospitality.

A variety of teaching/learning methods could be used throughout the Unit:

- ◆ small group discussion
- ◆ case studies
- ◆ individual and group research — paper-based and web-based reference material could be used
- ◆ outside speakers from early education and childcare settings
- ◆ video/audio material
- ◆ practical workshop sessions
- ◆ teacher/lecturer-led activities

By using a combination of these methods, candidates will appreciate:

- ◆ the information needed in order to plan
- ◆ the way in which the children respond to play experiences
- ◆ the need for adult intervention

In this Unit there are opportunities to build up an understanding of the challenges of working in an early education and childcare setting; of the need for careful planning of play experiences, the wide variety of different play activities and their importance to the child's development. Through observation, experience and reflection, the candidates will become more aware of the demands of working in the sector and the skills, qualities and knowledge-base required of prospective employees.

National Unit Specification: support notes (cont)

UNIT Play in Early Education and Childcare (Intermediate 1)

Core Skills

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the teaching and learning process. In this Unit, candidates will work with others to carry out a practical investigation into play. They will work co-operatively with others to plan and present play experiences to the class group. Opportunities for developing aspects of written and oral communication will arise during class discussions, group interactions and presentation of play plans.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this Specification. The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard. Assessment should be carried out under supervision.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: Appendix to the Statement of Standards

UNIT Play in Early Education and Childcare (Intermediate 1)

Mandatory list of play types:

- ◆ symbolic play
- ◆ books and play which supports language enrichment
- ◆ creative play
- ◆ discovery play
- ◆ vigorous play
- ◆ play with technology
- ◆ games

The age range for this Unit is 0–12 years, divided into the following age groups:

- ◆ 0–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years

National Unit Specification: general information

UNIT	Parenting (Intermediate 1)
CODE	DM86 10
COURSE	Early Education and Childcare (Intermediate 1)

SUMMARY

This Unit is designed to give candidates an awareness of the personal skills and qualities required to be a parent of children aged 0–12 years. Candidates will learn to carry out practical tasks which will increase their understanding of the role of a parent. They will also participate in group investigations into the support available to parents from family and the community.

This Unit is an optional Unit in the Course *Early Education and Childcare (Intermediate 1)* but is also suitable as a stand-alone Unit. The Unit is suitable for candidates who may be considering employment in the early education and childcare sector and who wish to progress to further levels of study in early education and childcare.

OUTCOMES

- 1 Demonstrate an understanding of the personal skills and qualities needed to be a parent.
- 2 Demonstrate an understanding of practical parenting skills.
- 3 In a group, investigate the support available to parents from the family and the community.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, centres should note that this Unit is at Intermediate 1 which is equivalent to Standard Grade, General level.

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*).

**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.*

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National Unit Specification: general information (cont)

UNIT Parenting (Intermediate 1)

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Parenting (Intermediate 1)

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 the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate an understanding of the personal skills and qualities needed to be a parent.

Performance Criteria

- (a) Describe the personal skills and qualities needed to be a parent of children aged 0–12 years.
- (b) Explain the importance of personal skills and qualities in relation to the care, learning and development of children aged 0–12 years.

OUTCOME 2

Demonstrate an understanding of practical parenting skills.

Performance Criteria

- (a) Describe a range of practical parenting skills to meet the needs of children aged 0–12 years.
- (b) Demonstrate practical parenting skills in specified activities relating to children aged 0–12 years.
- (c) Review practical parenting skills demonstrated in the light of feedback from others.

OUTCOME 3

In a group, investigate the support available to parents from the family and the community.

Performance Criteria

- (a) Contribute to a plan for a group investigation relating to the support available to parents.
- (b) In an agreed role, investigate the support available to parents from the family and the community.
- (c) Contribute to the group presentation on the findings of the investigation.
- (d) Review own contribution to the planned investigation and the presentation of the findings.

National Unit Specification: statement of standards (cont)

UNIT Parenting (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or recorded oral evidence will be gathered in a case study which will test knowledge and understanding, and a folio of evidence for the group investigation, and the demonstration of practical skills.

The case study with associated questions will be conducted under supervised conditions and will last no more than 30 minutes. Achievement in the case study may be decided by the use of a cut-off score. The case study will provide evidence of:

- ◆ a description of a minimum of **four** of the personal skills and qualities needed to be a parent
- ◆ an explanation of the importance of these personal skills and qualities in relation to the care, learning and development of children aged 0–12 years

The folio will contain:

- ◆ an assessor checklist which confirms the candidate has demonstrated a minimum of **three** practical parenting skills in specified activities in relation to two of the age groups specified in the Appendix to the Statement of Standards in this Unit
- ◆ a completed candidate review of practical parenting skills which takes account of feedback from others
- ◆ evidence of the candidate's contribution to the group investigation plan
- ◆ evidence of the candidate's agreed contribution to the investigation
- ◆ evidence of the candidate's contribution to the group presentation of findings; the findings should be presented in a format chosen by the group
- ◆ candidate's review of own contribution to the planned investigation and presentation of the findings
- ◆ a tutor checklist to support the candidate's participation in planning, investigating and presenting the findings of the investigation

The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Parenting (Intermediate 1)

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

Those involved in the delivery of this Unit should be aware of the potentially sensitive nature of some of the issues to be discussed and investigated in this Unit, particularly in relation to individual candidate's circumstances. Teachers/lecturers should avoid painting an ideal picture of parents and parenting.

This Unit has been designed to introduce the candidate to:

- (a) the personal skills and qualities required to be a parent
- (b) the variety of support mechanisms within the family and community across the age range
- (c) the application of practical parenting skills

Outcome 1

The Unit could begin with a broad overview of personal skills and qualities and how these can be related to the care, well being, learning and development of children. Candidates should understand the nature of personal and inter-personal skills and the need for both communication skills and caring skills. The following list is not comprehensive or prescriptive but candidates could investigate the following and relate them to parenting across the age range. They should be aware that the skills and qualities and skills do not change but the application of them does, according to age and needs of the child:

Qualities	Communication skills	Caring skills
<ul style="list-style-type: none">◆ love◆ tolerance◆ patience◆ kindness◆ understanding◆ sensitivity◆ care◆ concern◆ consistency in approach◆ empathy◆ fairness◆ being a positive role model	<ul style="list-style-type: none">◆ listening◆ reviewing◆ body language◆ literacy skills	<ul style="list-style-type: none">◆ self confidence◆ ability to provide emotional security◆ nurturing

National Unit Specification: support notes (cont)

UNIT Parenting (Intermediate 1)

Outcome 2

For this Outcome, candidates will learn about a range of practical parenting skills which meet the needs of children aged 0–12 years. They will then take part in a number of practical activities to enhance their awareness of parenting skills.

This could be achieved by having open discussions, information sessions and practical sessions on, for example:

- ◆ feeding routines: breast, bottle milk, weaning, nutrition, additives and allergies, healthy diet for developing children
- ◆ health and hygiene routines: sleep, nappies, potty training, bathing, washing, crawling, walking, exercise, teething and tooth care, immunisation, body awareness, onset of puberty
- ◆ safety aspects: household application and outdoor safety awareness
- ◆ techniques to promote positive behaviour
- ◆ child communication and interactive skills: crying and word formation, language
- ◆ adult communication and interactive skills: encouragement, praise, facial expression and body language
- ◆ providing learning opportunities such as toys, books, outings, cooking, baking
- ◆ providing learning opportunities through everyday routines, for example household chores

Candidates should have the opportunity either inside or outside the classroom environment to demonstrate these practical parenting skills in a number of selected activities.

Outcome 3

Working as part of a group, candidates should plan and carry out an investigation into the support available to the parent from the family and the community. The following lists are not definitive and candidates should use them to support their planning and to help organise their investigation.

The family can provide:

- ◆ moral support
- ◆ practical support: childcare, babysitting
- ◆ advice: this may be partial
- ◆ financial support

The community can offer:

- ◆ health support: doctors, nurses, community health practitioners, family planning, dentists
- ◆ education: pre-school provision, primary, secondary provision, learning support, community education, after-school provision
- ◆ leisure: for parents and children, sporting activities, play areas
- ◆ community resources: libraries, transport
- ◆ financial support: benefits, credit unions
- ◆ Social Services: social workers, home helps
- ◆ support and guidance through voluntary organisations

Candidates will present their group findings in an agreed format and then review their own contribution to the planning, investigation and presentation of findings.

National Unit Specification: support notes (cont)

UNIT Parenting (Intermediate 1)

Employability Skills

In this Unit candidates will have the opportunity to be assessed for:

- ◆ working co-operatively with others
- ◆ presentation skills
- ◆ reviewing and evaluating own skills development
- ◆ planning and preparation
- ◆ taking advice and dealing with feedback
- ◆ gathering, collating and evaluating information
- ◆ organisational skills

Through the teaching and learning experience the Unit provides an opportunity to raise awareness of the importance of:

- ◆ health and safety
- ◆ maintaining a tidy, organised and safe environment
- ◆ demonstrating a responsible attitude in all aspects of working with children

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In the delivery of this Unit lecturers should use a largely experiential approach and should take into account individual learning styles of candidates when planning the delivery of the Unit. Some of the methods employed could be:

- ◆ discussions
- ◆ group exercises
- ◆ case studies/scenarios
- ◆ role play
- ◆ worksheets
- ◆ poster/leaflet making
- ◆ video material
- ◆ workshops demonstrating practical parenting skills
- ◆ visits to community support resources
- ◆ use of appropriate websites
- ◆ visiting speakers — candidates should be encouraged to invite the speaker in writing, welcome the speaker and give a vote of thanks
- ◆ visits to play parks, soft play or other environments for children

In this Unit there are opportunities to build up an understanding of the challenges of the parenting role. Through observation, practical activities, experience and reflection, the candidates will become more aware of the demands of caring for children in a parental role and consequently some of the demands of working with parents in the sector. There are good opportunities in this Unit for self-evaluation and for seeking feedback from others. These are skills which employers value.

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the teaching and learning process. In this Unit, candidates will work co-operatively with others in carrying out group investigations into the support available to parents. Opportunities for developing aspects of written and oral communication will arise during class discussions, group interactions, the presentation of group findings and in reviewing their own contribution to the group work.

National Unit Specification: support notes (cont)

UNIT Parenting (Intermediate 1)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification. The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard. Assessment should be carried out under supervision.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: Appendix to the Statement of Standards

UNIT Parenting (Intermediate 1)

The age range of this Unit is 0–12 years divided into the following age groups:

- ◆ 0–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years

National Unit Specification: general information

UNIT	Maintenance of a Safe Environment for Children (Intermediate 1)
CODE	DM5V 10
COURSE	Early Education and Childcare (Intermediate 1)

SUMMARY

This Unit enables the candidate to develop an awareness of current health and safety legislation related to an early education and childcare environment. It allows candidates the opportunity to identify potential risks and hazards within settings, to carry out a risk assessment and to demonstrate possible strategies for dealing with these. These strategies should give candidates an awareness of their own responsibilities and the employer's responsibilities in maintaining a safe environment. There is no requirement for candidates to have a placement to complete this Unit but they may visit workplace settings.

This Unit is an optional Unit in the Course *Early Education and Childcare (Intermediate 1)* but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who may be considering employment in the early education and childcare sector or who wish to progress to further levels of study in early education and childcare.

OUTCOMES

- 1 Demonstrate an awareness of current health and safety legislation which relates to working in an early education and childcare environment.
- 2 Explain potential risks and hazards in an early education and childcare environment for children aged 0–12 years.
- 3 Within a real or simulated context, carry out a risk assessment in an early education and childcare environment.
- 4 Within a real or simulated context, demonstrate strategies for minimising risks in an early education and childcare environment.

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National Unit Specification: general information (cont)

UNIT Maintenance of a Safe Environment for Children (Intermediate 1)

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, centres should note that this Unit is at Intermediate 1 which is equivalent to Standard Grade, General level.

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*).

**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 is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Maintenance of a Safe Environment for Children (Intermediate 1)

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 the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate an awareness of current health and safety legislation which relates to working in an early education and childcare environment.

Performance Criteria

- (a) Identify the key legislation in relation to health and safety in an early education and childcare environment.
- (b) Describe current health and safety requirements relating to an early education and childcare environment.
- (c) Identify employer responsibilities in relation to maintaining a safe and healthy environment in an early education and childcare setting.
- (d) Identify employee responsibilities in relation to safe working practices in an early education and childcare setting.

OUTCOME 2

Explain potential risks and hazards in an early education and childcare environment for children aged 0–12 years.

Performance Criteria

- (a) Explain the difference between a risk and a hazard in an early education and childcare environment.
- (b) Describe potential risks and hazards in an indoor early education and childcare environment.
- (c) Describe potential risks and hazards in an outdoor early education and childcare environment.

OUTCOME 3

Within a real or simulated context, carry out a risk assessment in an early education and childcare environment.

Performance Criteria

- (a) Plan a risk assessment in an early education and childcare environment in accordance with specified stages.
- (b) Using the plan, carry out a risk assessment in an early education and childcare environment.
- (c) Complete a risk assessment report.

National Unit Specification: statement of standards (cont)

UNIT Maintenance of a Safe Environment for Children (Intermediate 1)

OUTCOME 4

Within a real or simulated context, demonstrate strategies for minimising risks in an early education and childcare environment.

Performance Criteria

- (a) Working with others, demonstrate two strategies for minimising risks to health and safety in an indoor early education and childcare environment.
- (b) Working with others, demonstrate two strategies for minimising risks to health and safety in an outdoor early education and childcare environment.
- (c) Review the strategies used to minimise risks.

EVIDENCE REQUIREMENTS FOR THIS UNIT

The evidence for Outcomes 1 and 2 in this Unit will be gathered through:

A short answer/multiple choice test covering aspects of health and safety, including risks and hazards carried out under controlled, supervised conditions and lasting no more than 30 minutes. Achievement in this test can be decided by the use of a cut-off score.

The evidence for Outcomes 3 and 4 in this Unit will be gathered through:

A folio of the candidate's work containing the following:

- ◆ a brief plan for carrying out a risk assessment in an indoor or outdoor environment
- ◆ a completed risk assessment report for the risk assessment carried out
- ◆ a summary of the strategies used for minimising risks — two for indoor environments **and** two for outdoor environments
- ◆ a brief review of the strategies used

The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes (cont)

UNIT Maintenance of a Safe Environment for Children (Intermediate 1)

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

Candidates should develop an awareness of key aspects of current health and safety legislation which relates to early education and childcare settings. Teachers/lecturers should ensure that the legislation presented to candidates is current and includes the requirements of the employer and the employee in relation to:

- ◆ Health and Safety at Work
- ◆ Control of Substances Hazardous to Health
- ◆ The Reporting of Injuries, Disease and Dangerous Occurrences
- ◆ Food Safety

It is intended that candidates should understand relevant, key points arising from the legislation rather than study the various pieces of legislation in detail. In particular, candidates should become aware of their responsibilities and the employer's responsibilities with regard to safe practices. Candidates should explore a variety of situations where health and safety are important when caring for children both indoors and out — eg carelessness with litter, crossing roads safely, handling play materials.

Outcome 2

Candidates should be made aware of the difference in meaning between hazard and risk:

- ◆ a hazard is something with the potential to cause harm
- ◆ a risk is the likelihood of harm from a hazard; the degree of risk will depend on several factors including:
 - the likelihood of that hazard causing harm
 - the potential severity of that harm
 - who might be affected by that harm

Candidates should use this information to identify potential risks and hazards within a variety of early education and childcare settings. Candidates should think of these in relation to the age and developmental stage of children aged 0–12 years that they may encounter. They should also examine the additional risks that may be relevant to children who have additional support needs.

For each case it may be appropriate to consider potential risks or hazards in relation to the area, equipment and activity undertaken within the early education and childcare environment. It has to be noted that areas, equipment and activity are interrelated. Care should be taken to include hazards and risks in an outdoor environment.

National Unit Specification: support notes (cont)

UNIT Maintenance of a Safe Environment for Children (Intermediate 1)

The following examples might be explored and candidates should be encouraged to expand this list with their own examples, especially for outdoors:

Areas	Potential Risk or Hazard
Food preparation and storage areas	Incorrect food storage and handling
Snack/eating areas	Incorrect disposal of waste material, spilled drinks
Toilet/nappy change areas	Inadequate personal handling
First aid areas	Risk of spread of infection
Waste disposal/storage areas	Risk of spread of infection (including risks for vermin and pests)
Entrance/exit sites	Failure to secure windows and doors Obstruction of fire exits/movement pathways
Security of areas	Failure to check callers' rights of entry
Equipment	Potential Risk or Hazard
Cots/prams/baby relax chairs/changing mats	Inadequate, unhygienic, poorly maintained equipment
Toys/books/resources	Risk of infection, potentially harmful equipment (glue, paint, scissors, etc)
Food preparation and serving equipment	Incorrect storage and cleaning of equipment, unsafe handling of equipment
Activity	Potential Risk or Hazard
Nature/environment based activities	Risk of spread of infection
Dressing up clothes	First aid emergencies
Pet care	Inadequate hygiene
Cooking/baking activities	Inappropriate use of equipment (knives, cookers)
Messy play — water, sand, art, craft	Use of dangerous equipment, eg scissors, knives, risk of spread of infection, danger of slipping
Outings	Inadequate staffing/supervision levels

Outcome 3

Candidates should have experience of various types of situation requiring a risk assessment: indoors, outdoors; types of equipment, etc, and be able to recognise hazards.

The Health and Safety Executive (www.hse.gov.uk) recommends that risk assessment includes the following steps:

- 1 Identify hazards.
- 2 Decide who might be harmed and in what way.
- 3 Evaluate the risk and decide whether existing precautions are adequate or whether more should be done.
- 4 Record the findings.
- 5 Review the assessment and revise if necessary.

National Unit Specification: support notes (cont)

UNIT Maintenance of a Safe Environment for Children (Intermediate 1)

Candidates should then have the opportunity for a variety of situations/equipment to plan and carry out risk assessments.

Outcome 4

For a range of identified hazards, candidates should get the opportunity to explore appropriate strategies to minimise risks to health and safety in accordance with current legislation.

Candidates and centres may wish to identify examples of good practice with which they are familiar. This may include exploring procedures adopted in specific circumstances including:

- ◆ waste or litter disposal (waste should include body fluids)
- ◆ toilet areas (or nappy changing areas)
- ◆ food preparation areas
- ◆ minor incidents
- ◆ fault reporting
- ◆ routine maintenance

Employability Skills

In this Unit candidates will have the opportunity to be assessed for:

- ◆ working co-operatively with others
- ◆ planning and preparation
- ◆ demonstrating a responsible attitude in all aspects of working with children
- ◆ reviewing and evaluating own skills development
- ◆ maintaining a tidy, organised and safe environment
- ◆ health and safety awareness
- ◆ organisational skills
- ◆ understanding roles and responsibilities

Through teaching and learning the Unit provides an opportunity to raise awareness of the importance of :

- ◆ good communication

National Unit Specification: support notes (cont)

UNIT Maintenance of a Safe Environment for Children (Intermediate 1)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In the delivery of this Unit, teachers/lecturers should use a largely experiential approach and should take into account individual learning styles of candidates when planning the delivery of the Unit. Teacher-led approaches will be needed to establish key points of knowledge and understanding. Some of the methods employed could be:

- ◆ group exercises
- ◆ case studies/scenarios
- ◆ role play
- ◆ worksheets
- ◆ poster/leaflet making
- ◆ video material
- ◆ workshops
- ◆ visits to various settings — including outdoors — to carry out risk assessments
- ◆ use of appropriate websites:
 - www.hse.gov.uk
 - www.foodstandards.gov.uk
 - www.rospa.com
- ◆ visiting speakers — candidates should be encouraged to invite the speaker in writing, welcome the speaker and give a vote of thanks
- ◆ visits to playparks, softplay or other environments for children

In this Unit candidates will have opportunities to develop aspects of Core Skills. When preparing, planning, carrying out and reviewing risk assessments, candidates will be able to develop aspects of problem solving. When planning, discussing, participating in group activities and reviewing group activities, candidates will have opportunities to work co-operatively with others. Aspects of oral and written communication could be developed in group discussions, group planning and reviewing and in completing reports.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification. The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard. Assessment should be carried out under supervision.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: Appendix to the Statement of Standards

UNIT Maintenance of a Safe Environment for Children (Intermediate 1)

The age range for this Unit will be 0–12 years, divided into the following age groups:

- ◆ 0–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years

National Unit Specification: general information

UNIT	Care of Children (Intermediate 1)
CODE	DM85 10
COURSE	Early Education and Childcare (Intermediate 1)

SUMMARY

This Unit is designed to allow the candidate to gain a basic understanding of how the needs of children aged 0–12 years can be met. They are required to plan, demonstrate and review caring skills that meet these needs. Building on this knowledge they will, working as part of a group, investigate and present information on one of the needs in detail. Candidates are not required to have a work placement to complete this Unit but would benefit from visiting early education and childcare settings.

This Unit is an optional Unit in the Course *Early Education and Childcare (Intermediate 1)* but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who may be considering employment in the early education and childcare sector and who wish to progress to further levels of study in early education and childcare.

OUTCOMES

- 1 Demonstrate knowledge and understanding of the needs of children aged 0–12 years.
- 2 Demonstrate an understanding of care skills that would support the needs of children aged 0–12 years.
- 3 In a group, investigate the needs of children aged 0–12 years.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, centres should note that this Unit is at Intermediate 1 which is equivalent to Standard Grade, General level.

Administrative Information

Superclass:	GA
Publication date:	April 2007
Source:	Scottish Qualifications Authority
Version:	02

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National Unit Specification: general information (cont)

UNIT Care of Children (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*).

**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 is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Care of Children (Intermediate 1)

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 the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate knowledge and understanding of the needs of children aged 0–12 years.

Performance Criteria

- (a) Identify the needs of children aged 0–12 years.
- (b) Describe ways in which the needs of children aged 0–12 years can be met.

OUTCOME 2

Demonstrate an understanding of care skills that would support the needs of children aged 0–12 years.

Performance Criteria

- (a) Describe a range of caring skills that would meet the needs of children aged 0–12 years.
- (b) Plan a demonstration of practical caring skills that would support the needs of children aged 0–12 years.
- (c) Demonstrate practical caring skills that would support the needs of children aged 0–12 years.
- (d) Review the demonstration of practical caring skills that would support the needs of children aged 0–12 years.

OUTCOME 3

In a group, investigate the needs of children aged 0–12 years.

Performance Criteria

- (a) Contribute to a plan for an investigation into a specified need of children aged 0–12 years.
- (b) In an agreed role, investigate the specified need.
- (c) Contribute to the group presentation of detailed findings on the specified need.
- (d) Review own contribution to the planned investigation and presentation.

National Unit Specification: statement of standards (cont)

UNIT Care of Children (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or recorded oral evidence is required covering all Outcomes and Performance Criteria. The evidence will consist of:

A short answer test lasting no more than 30 minutes. This test should be carried out in controlled, supervised conditions and achievement should be determined by using a cut-off score.

And a folio containing:

- ◆ a plan of how to demonstrate three practical caring skills covering two of the age groups specified in the Appendix to the Statement of Standards
- ◆ an assessor checklist covering the candidate's demonstration of three practical caring skills for two of the age groups specified in the Appendix to the Statement of Standards.
- ◆ a review sheet relating to the demonstration of three practical caring skills that would support the needs of children aged 0–12 years
- ◆ a plan of a group investigation into a specified need of children aged 0–12 years
- ◆ evidence of the presentation on the findings of the investigation
- ◆ a review sheet relating to the candidate's own contribution to the planned investigation and presentation

The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Care of Children (Intermediate 1)

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

The candidate should gain an understanding of:

- ◆ the needs of children aged 0–12 years
- ◆ what it means to care for children
- ◆ the application of caring skills in promoting the needs of children
- ◆ how to work as part of a team
- ◆ how to plan for, demonstrate and subsequently review a practical caring skill
- ◆ simulated work settings
- ◆ the skills required to care for children
- ◆ presentation skills

Employability Skills

In this Unit candidates will have the opportunity to be assessed for:

- ◆ working co-operatively with others
- ◆ planning and preparation
- ◆ demonstrating a responsible attitude in all aspects of working with children
- ◆ reviewing and evaluating own skills development
- ◆ health and safety awareness
- ◆ organisational skills

Through teaching and learning the Unit provides an opportunity to raise awareness of the importance of:

- ◆ presentation skills

Outcome 1

Candidates should know that a need is a requirement that must be satisfied in order that children not only survive, but grow, develop and enable them to reach their full potential, and so should be able to explain how meeting the needs of children supports their development. The nature of need is ever changing, according to the age and stage of development and life circumstances of the child.

Candidates should be aware of the necessity of supporting the needs of children in a holistic way because each child is a unique human being with individual requirements.

Candidates should be aware of the broad developmental needs and the associated specified areas, eg the physical development need for hygiene, nutrition, and safety; the emotional development need for praise and encouragement, love and affection. Social development needs could be addressed with opportunities to interact with others; social skills and cognitive development could include opportunities to learn skills and exploration. Candidates could also consider needs in relation to warmth and shelter, food and water, love and security. The following suggestions are not prescriptive and any selection from the following list could be used:

National Unit Specification: support notes (cont)

UNIT Care of Children (Intermediate 1)

- ◆ love
- ◆ affection
- ◆ nutrition
- ◆ warmth
- ◆ sleep
- ◆ rest
- ◆ hygiene
- ◆ exercise
- ◆ exploration
- ◆ praise and encouragement
- ◆ intellectual stimulation
- ◆ fresh air
- ◆ socialisation
- ◆ discovery
- ◆ play
- ◆ communication
- ◆ safety

The candidate should consider how these needs relate to all age groups in the age range. The candidate should use this opportunity to examine how the care needs of the child are met through the application of care skills. This should lead candidates into the identification of care skills to be planned, demonstrated and reviewed in Outcome 2.

Outcome 2

The candidates should be aware that adults who work with children must ensure that these needs are being met. Candidates could describe caring skills in terms of:

- ◆ practical caring skills, eg mixing a bottle
- ◆ communication skills, eg expressing love and affection
- ◆ personal/interpersonal skills, eg caring, empathetic

Candidates should expand on these lists and describe how each one could be translated into meeting a need. This could be achieved through observing the practice of others, through case studies or through role play.

The candidate should identify three practical care skills that meet the needs of at least two of the age groups mentioned above. Although the list below is by no means definitive in terms of the skill required to care for children aged 0–12 years, examples of these skills might be:

National Unit Specification: support notes (cont)

UNIT Care of Children (Intermediate 1)

Age group	Care skills
0–3 years	Mixing a bottle Making a nutritious meal Understanding the weaning process The process of toilet training
3–5 years	Planning and reading a bed-time story Dressing a child for winter/summer weather Planning bathtime Encouraging children to wash hands before meals
5–8 years	Caring for children’s teeth Planning exercise Meeting the social needs of this age group Going to school
8–12 years	Encouraging independence Making sure children get enough fresh air Encouraging a healthy attitude to food Encouraging participation Preparing for puberty

The candidates should demonstrate these three care skills in a work placement, if this is available, or in a simulated context within a classroom. In planning their experience they should consider:

- ◆ the developmental needs of the child and how these are going to be met
- ◆ the resources they may require to carry out their experience
- ◆ their role in caring for the child

Their plan should be discussed with the tutor prior to the demonstration. Some of the more practical tasks should, where possible, be carried out by the candidate and observed by the lecturer. Where resources are available, candidates could have the opportunity to prepare healthy snack/meals for children across the age range. In other more abstract caring skills, the candidate may demonstrate ways in which they would carry out the caring, by giving a demonstration, putting up a display, making a poster, etc.

Following the demonstration the candidate will review the demonstration in relation to the initial plan with a focus on meeting the care needs of the child. The candidate should be able to relate this to the knowledge gained in Outcome 1.

Outcome 3

Working as part of a group, candidates are required to select one of the needs of children, prepare a plan for an investigation into this, carry out the investigation and then present the findings of the investigation. The presentation method should be included in the plan and should be selected by the candidates. A variety of methods could be explored such as:

- ◆ a display
- ◆ a power point presentation
- ◆ a poster
- ◆ a report
- ◆ a leaflet

National Unit Specification: support notes (cont)

UNIT Care of Children (Intermediate 1)

The presentation should be recorded in some way, eg by video or photograph for inclusion in the candidate's folio of evidence. If a number of groups are working within one class it would be likely that they would choose different ways to present their information.

Candidates should select one of the needs and investigate how this need can be met across the age range. To carry out the investigation candidates should have access to a range of sources of information, including:

- ◆ the internet
- ◆ personal testimony
- ◆ books, magazines and periodicals
- ◆ visiting provision, eg crèches, toy libraries, baby clinics, after-school provision
- ◆ outside speakers: parents, community health practitioners, children
- ◆ interviews: parents and children

Where outside speakers and visits are arranged, candidates should take responsibility for this by making phone calls and arranging hospitality and thank you letters. Following the presentation candidates should reflect on the investigative process and relate this directly to the plan. They should evaluate their contribution to the investigative process and in the presentation, in relation to the methods used and the contribution of others. This could be facilitated by the lecturer through individual tutorial sessions or by the candidate using a checklist. Candidates should be encouraged to look at their contribution positively — what they did rather than what they did not do.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In the delivery of this Unit teachers/lecturers should use a largely experiential approach and should take into account individual learning styles of candidates when planning the delivery of the Unit. Some of the methods employed should be:

- ◆ group exercises
- ◆ case studies/scenarios
- ◆ role play
- ◆ worksheets
- ◆ poster/leaflet making
- ◆ use of video material
- ◆ workshops
- ◆ visits to early education and childcare settings
- ◆ use of appropriate websites
- ◆ visiting speakers — candidates should be encouraged to invite the speaker in writing, welcome the speaker and give a vote of thanks

Candidates should be given the opportunity to collate illustrative materials, equipment and resources required to meet the needs of the group activity.

Core Skills

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the teaching and learning process. In this Unit, candidates will be working co-operatively with others in carrying out a practical investigation into the caring skills needed to work as an early education and childcare professional. Problem solving will be a key element of the work as the candidates will decide what information needs to be gathered.

National Unit Specification: support notes (cont)

UNIT Care of Children (Intermediate 1)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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National Unit Specification: Appendix to the Statement of Standards

Unit: Care of Children (Intermediate 1)

The age range of this Unit is 0–12 years divided into the following age groups:

- ◆ 0–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years