

## National Unit Specification: general information

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|----------------|---|
| <b>UNIT</b>    | Preparation for Parenthood (Access 3)                           |
| <b>NUMBER</b>  | D276 09   |
| <b>CLUSTER</b> | Home Economics: Lifestyle and Consumer Technology<br>(Access 3) |

### SUMMARY

On completion of this unit, candidates will be able to consider the responsibilities of parenting; the care and protection of the infant and developing child and the range of support services available.

### OUTCOMES

1. Identify the factors to be considered in preparation for parenthood.
2. Outline the responsibilities and influencing factors of parenthood.
3. Identify and explain the role of a range of support services available to parents.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

0.5 credit at Access 3.

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### Administrative Information

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|--------------------------|-----------------------------------|
| <b>Superclass:</b>       | HF                                |
| <b>Publication date:</b> | June 2002                         |
| <b>Source:</b>           | Scottish Qualifications Authority |
| <b>Version:</b>          | 03                                |

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## **National Unit Specification: general information (cont)**

**UNIT**                      Preparation for Parenthood (Access 3)

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

## **National Unit Specification: statement of standards**

### **UNIT**                      Preparation for Parenthood (Access 3)

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**

Identify the factors to be considered in preparation for parenthood.

##### **Performance criterion**

The identification of one factor is given for each category: relationships, economics, housing and health.

##### **Evidence requirements**

Recorded evidence that the performance criterion has been met on one occasion by the use of a matching exercise. Attainment could be assessed by the use of a marking scheme.

#### **OUTCOME 2**

Outline the responsibilities and influencing factors of parenthood.

##### **Performance criteria**

(a) A brief explanation is given for the type/category of responsibility identified.

##### **Evidence requirements**

Recorded evidence that each of the performance criteria has been met on one occasion. Specific advice:

(a) **one** responsibility relating to **two** of the following:

- physical needs
- intellectual needs
- emotional needs
- social needs

The proposed instrument of assessment is restricted response questions. Attainment could be assessed by the use of a marking scheme.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**                      Preparation for Parenthood (Access 3)

#### **OUTCOME 3**

Identify and explain the role of a range of support services available to parents.

#### **Performance criteria**

- (a) An appropriate support service is identified to meet a specific need.
- (b) The contribution the support service might make in a given situation is explained briefly.

#### **Evidence requirements**

Recorded evidence that each of the performance criteria has been met on one occasion. Specific advice:

- (a) a situation is given which requires the candidate to identify a suitable support service in order to meet a specified need, chosen from a given list
- (b) a situation is given to the candidate which requires them to give a brief explanation of one contribution which one support service can make to meet a specified need.

Outcome 3: the proposed instrument of assessment is: (a) matching exercise (b) case-study. Attainment should be assessed by the use of a marking scheme.

## **National Unit Specification: support notes**

### **UNIT**                      Preparation for Parenthood (Access 3)

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

While the time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

This unit has been devised so that it may be delivered along with *Preparation for Parenthood (Int 1)*.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

A list of content can be found in the cluster details for Home Economics: Lifestyle and Consumer Technology (Acc 3).

##### ***Outcome 3***

The range of support services includes:

Health: general practitioner, health visitor, childcare clinics, speech therapist, psychologist, dentist, physiotherapist, chiropodist, dietician, health promotion agencies.

Education: schools – nursery, primary, secondary, schools for special needs; further education, community education, educational psychological services, peripatetic teachers, career guidance.

Social: social workers, day nurseries and family/children centres, registered playgroups, registered childminders, Department of Social Security.

Community: community centres, churches, youth organisations, libraries, recreational facilities.

Voluntary: mother and toddler groups, Gingerbread, Physically Handicapped and Able-Bodied Club, Citizen's Advice Bureau, Samaritans, baby-sitting circles, self-help groups.

Note should be taken of regional variations in the provision of the above services.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Teachers/lecturers may prefer to deliver the outcomes in a different order to that given. Learning should be promoted as far as possible through practical activities. Candidates should be encouraged to show initiative and take responsibility for their own learning, with the teacher/lecturer offering guidance and support where necessary. A variety of approaches may be used to facilitate learning; these include: group work, debates, role-play, visits, guest speakers, exposition, assignments and projects. As well as considering the broad issues covered by this unit, candidates should be given the opportunity to extend knowledge in areas which are relevant to their own particular needs and interests. (See also Approaches to Learning and Teaching in the cluster details.)

## **National Unit Specification: support notes (cont)**

### **UNIT**                      Preparation for Parenthood (Access 3)

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Approaches should focus on providing a supportive environment in which candidates are encouraged to develop skills and to acquire knowledge and understanding. Discussion of the work/progress between the candidate and teacher/lecturer should be ongoing throughout.

Evidence will normally be presented in written form or taped and candidates may find it useful to have a set of headings to work to. Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

The delivery and assessment of this unit provides alternative methods to support the inclusion of all candidates. Examples include:

- extension to the notional design length
- use of technology to record information/instructions and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities
- use of specialist equipment.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).