

## National Unit Specification: general information

**UNIT** Working in Early Education and Childcare (Intermediate 2)

**CODE** DM84 11

**COURSE** Early Education and Childcare (Intermediate 2)

### SUMMARY

This Unit allows the candidate to develop an understanding of the early education and childcare sector and to explain ways in which the sector meets the care, learning and development needs of children aged 0–12. Candidates will consider career options within the sector and the skills, qualities, attitudes and qualifications required to fulfill these roles. They will reflect on their own skills, qualities, attitudes and achievements in relation to these. There is no requirement for candidates to have a placement within an early education and childcare setting but the candidate will carry out an investigation of the sector. This may require the candidate to visit early education and childcare settings. Candidates will work and be assessed in groups, as well as individually.

This Unit is a mandatory Unit in the Course *Early Education and Childcare (Intermediate 2)* and has been designed to be taken as part of this Course. 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 Evaluate the skills, qualities and attitudes required to work in the early education and childcare sector.
- 3 Investigate and plan career options in the early education and childcare sector.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ the Unit *Working in Early Education and Childcare (Intermediate 1)*
- ◆ a Course or Unit in Care at Intermediate 1

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### Administrative Information

**Superclass:** GA

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

**UNIT** Working in Early Education and Childcare (Intermediate 2)

### **CREDIT VALUE**

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5\*).

*\*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 2)**

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 in the early education and childcare sector.
- (b) Working with others in an agreed role, investigate the types of provision and settings within these in the early education and childcare sector for children in the age range 0–12 years.
- (c) Explain how one setting within a type of provision in each of the different age groups meets the needs of the child.
- (d) Explain how one setting within a type of provision in each of the different age groups supports families with children.
- (e) Review the methods used by the group in carrying out the investigation and suggest areas for improvement.

#### **OUTCOME 2**

Evaluate the skills, qualities and attitudes required to work in the early education and childcare sector.

##### **Performance Criteria**

- (a) Describe the skills, qualities and attitudes required to work in the early education and childcare sector.
- (b) Contribute to group discussion, explaining why these skills, qualities and attitudes are important.
- (c) Evaluate own skills, qualities and attitudes in relation to those required to work in the sector.
- (d) Monitor and review own skills, qualities and attitudes in relation to those required to work in the sector.

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

### UNIT Working in Early Education and Childcare (Intermediate 2)

#### OUTCOME 3

Investigate and plan career options in the early education and childcare sector.

#### Performance Criteria

- (a) Identify a range of professional roles in the early education and childcare sector.
- (b) Describe the roles of two early education and childcare professionals in the sector.
- (c) Identify the qualifications required to fulfil these roles.
- (d) Produce a route map for progression in a chosen career.

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Details of the mandatory content for this Unit can be found in the Appendix at the end of this Unit Specification.

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

The folio should contain:

- ◆ a group plan showing methods and agreed roles
- ◆ a summary of types of provision and settings within these
- ◆ an explanation of how one setting within a type of provision in **each** of the different age groups, meets the needs of the child and the family
- ◆ a review of the investigative process used by the group, with suggestions for improvement
- ◆ a description of a minimum of six skills, six qualities and three attitudes that are required to work within the early education and child care sector
- ◆ evidence of the candidate's contribution to a group discussion on explaining why these skills, qualities and attitudes are important
- ◆ a reflective account, including examples, of candidate's own skills, qualities and attitudes in relation to those required to work in the early education and childcare sector
- ◆ a candidate review sheet providing evidence that these skills, qualities and attitudes have been monitored and reviewed a minimum of three times over a period of time
- ◆ identification of a range of professional roles in the early education and childcare sector
- ◆ a description of the roles and qualifications of two professionals in the early education and childcare sector
- ◆ a short description or diagram outlining a route for progression in a chosen career in the early education and childcare sector

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 2)**

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 mandatory content for this Unit can be found in the Appendix at the end of the Statement of Standards.

By the end of this Unit candidates will:

- ◆ have an understanding of the range of early education and childcare provision for children aged 0–12 years
- ◆ have an understanding of how this provision supports children and families
- ◆ have reflected on the investigative process
- ◆ be able to describe skills, qualities and attitudes required to work within the early education and childcare sector
- ◆ understand the importance of these skills, qualities and attitudes and be able to relate them to their own skills, qualities and attitudes
- ◆ be aware of a range of careers available within the early education and childcare sector and know what qualifications are required to fulfill these roles
- ◆ have developed a possible pathway towards a career in early education and childcare

#### **Employability Skills**

In this Unit candidates will be assessed for:

- ◆ working co-operatively with others
- ◆ reviewing and evaluating own skills development
- ◆ communication skills
- ◆ gathering, collating and evaluating information
- ◆ research skills
- ◆ understanding roles and responsibilities

This Unit provides an opportunity to raise awareness of the importance of:

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

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

### **UNIT Working in Early Education and Childcare (Intermediate 2)**

#### **Outcome 1**

Following a brief presentation from the teacher/lecturer, the candidate, working with others, will investigate a variety of provision for children aged 0–12 years. This should include:

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

Candidates may find it easier to investigate provision within a geographical area, however, the teacher/lecturer should ensure that the full range of provision is investigated. Candidates should use this information to explain, either as individuals or in groups, how this provision meets the needs of children and what support is offered to parents. Some revision may be required regarding the needs of children.

Candidates should review the methods used to gather the information for this Outcome. Candidates should be encouraged to compare reviews as this should lead to discussion of different learning styles, ie, how one method is preferred by one candidate and not another. Suggestions for improving the methods of investigation should also be discussed.

#### **Outcome 2**

Candidates should be able to describe some of the skills, qualities and attitudes that they need 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 as part of a team

Whilst working in an early education and childcare setting, candidates will need to build positive relationships with children, parent/carers, families, colleagues and others. They should explore the difference between skills, qualities and attitudes and apply these to themselves as well as working in an early education and childcare setting.











