



## National Unit specification

### General information

**Unit title:** Working with Children and Young People (SCQF level 5)

**Unit code:** HC3L 45

**Superclass:** PQ

**Publication date:** March 2016

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit is practice-based and designed to allow learners to demonstrate their skills to support working with children and young people. It will allow learners to demonstrate their knowledge of their work setting and to demonstrate their ability to work within the legislative framework. There is an expectation that learners will be able to demonstrate their ability to work within the framework of policies and procedures whilst maintaining professional standards at all times.

Learners must demonstrate their ability to support work with children and young people in their workplace in a manner that takes account of the developmental level of the child and/or young person. Learners are also required to provide play and activities appropriate for the child and/or young person, whilst maintaining their health, safety and well-being.

This Unit is a mandatory Unit of the National Progression Award (NPA) in Playwork and Childcare, but is also suitable for learners wishing to study the Unit on its own. The Unit is suitable for learners who are considering employment in the playwork and childcare sector or wish to progress onto higher level Playwork and Childhood Practice qualifications. There is an expectation that workplace practice/placement will be necessary and that an adequate number of hours be allocated to this. The learner must have the opportunity for a suitable placement or may be employed in the childcare and education sector working under supervision.

## National Unit specification: General information (cont)

**Unit title:** Working with Children and Young People (SCQF level 5)

### Outcomes

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

- 1 Describe own working environment in terms of the legislative and policy framework, ethos and aims of the workplace setting.
- 2 Explain own role and responsibilities in supporting children and young people within the workplace setting.
- 3 Contribute to the experience of children or young people whilst working under supervision within the workplace setting.
- 4 Support the health, safety and wellbeing of the child or young person whilst working under supervision in the workplace setting.

### Credit points and level

2 National Unit credits at SCQF level 5: (12 SCQF credit points at SCQF level 5)

### Recommended entry to the Unit

While entry is at the discretion of the centre, learners would normally benefit from having attained one of the following, or equivalent:

- ◆ a *Communications* Unit at SCQF 4
- ◆ a Unit(s) at SCQF level 4 — *Early Education and Childcare*

Learners would benefit from some knowledge and understanding of the development of children and young people from 0 to 16 years and appropriate play and activities for children and young people.

### Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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

### Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

## **National Unit specification: General information (cont)**

**Unit title:** Working with Children and Young People (SCQF level 5)

### **Equality and inclusion**

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

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit specification: Statement of standards**

### **Unit title:** Working with Children and Young People (SCQF level 5)

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

#### **Outcome 1**

Describe own working environment in terms of the legislative and policy framework, ethos and aims of the workplace setting.

##### **Performance Criteria**

- (a) Describe the aims and ethos of the workplace setting.
- (b) Describe legislation, policies and procedures relating to the workplace setting.

#### **Outcome 2**

Explain own role and responsibilities in supporting children and young people within the workplace setting.

##### **Performance Criteria**

- (a) Describe own role and responsibilities within the workplace setting.
- (b) Describe own role contributing to part of the team.

#### **Outcome 3**

Contribute to the experience of children or young people whilst working under supervision within the workplace setting.

##### **Performance Criteria**

- (a) Provide appropriate play for the children or young people.
- (b) Support the development and wellbeing and play needs of each individual child
- (c) Support the rights of the children or young people in the workplace setting.

#### **Outcome 4**

Support the health, safety and wellbeing of the child or young person whilst working under supervision in the workplace setting.

##### **Performance Criteria**

- (a) Support a healthy and safe environment for children or young people.
- (b) Explain the procedures for dealing with hazards and emergencies in the workplace setting.

## **National Unit specification: Statement of standards (cont)**

**Unit title:** Working with Children and Young People (SCQF level 5)

### **Evidence Requirements for this Unit**

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Written and/or recorded oral evidence and performance evidence is required to demonstrate that the learner has achieved all Outcomes and Performance Criteria. The evidence for this Unit should take the form of:

- ◆ written and/or oral recorded evidence which demonstrates that the learner has met the requirements of Outcomes 1 and 2 as well as Outcome 4, Performance Criteria (b) and (c)
- ◆ performance evidence, supplemented by a reflective diary and observation checklist is required for Outcome 3 and Outcome 4, PC(a). The reflective diary will contain six reflective diary records of play and activities offered to children and/or young people.

These must include:

- ◆ implementation of activities or play opportunities ensuring children's or young person's individual developmental needs and rights were supported
- ◆ how the health and safety needs of the children or young people were supported
- ◆ description of how the learner worked as part of the team in offering the play and activities

The observation checklist will support the reflected diary records of the learner practice. The evidence should be compiled under unsupervised conditions but centres must be satisfied that the evidence submitted is the learner's own work and relates to the learner's own workplace. The evidence should be retained in a folio. The evidence should be signed and dated by a supervisor, as verification of actual practice. The supervisor should be appropriately qualified and competent.



## National Unit Support Notes

**Unit title:** Working with Children and Young People (SCQF level 5)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

### Guidance on the content and context for this Unit

This practice-based Unit is designed to allow learners to demonstrate their skills support working with children and young people. It will allow learners to demonstrate their knowledge of their work setting and to demonstrate their ability to work within the legislative framework. There is an expectation that the learners will be able to demonstrate their ability to work within the framework of policies and procedures whilst maintaining professional standards at all times. There is an expectation that workplace practice/experience will be necessary and that an adequate number of hours should be allocated to this.

This Unit aligns to the National Occupational Standards (NOS) for Playwork at level 2 developed by the Sector Skills Council (SSC) SkillsActive and also to the NOS for Social Services: children and young people at level 2 developed by the SSC Skills for Care and Development.

The learner should be working under the supervision of someone registered with the SSSC at practitioner level. The learner will work under the Scottish Social Services Council (SSSC) codes of practice.

#### Outcome 1

Learners must have the opportunity to identify the aims and ethos of their setting. This may be found in policy documents or publicity material. They should be able to explain what this means and to relate it to their practice within the setting. Learners need to consider the current legislative framework of their setting, such as the United Nations Convention on the Rights of the Child, the Children (Scotland) Act, 1995, The National Care Standards: early education and childcare up to the age of 16; Protecting Children and Young People: The Charter, The Children and Young People (Scotland) Act 2014.

Learners need to read and understand the policy and procedures of their setting. They must demonstrate their ability to follow and adhere to these guidelines and to maintain professional standards at all times.

## **National Unit Support Notes (cont)**

**Unit title:** Working with Children and Young People (SCQF level 5)

### **Outcome 2**

Learners must be able to identify their own role and responsibilities within the workplace setting and team. They should be aware of their line management route and be aware of the limits of their responsibility. They must demonstrate competent practice in line with these responsibilities and show that they carry out their designated role and the responsibilities associated with their role.

### **Outcome 3**

Learners must demonstrate their understanding of what is expected of them in relation to working with children and/or young people in their setting. They must demonstrate their ability to provide suitable play and activities for children and/or young people appropriate to their age, developmental level and play choices, and based on their role within their setting. They must demonstrate their ability to support the well-being of the children and/or young people in their setting in a manner that is appropriate to their stage of development whilst maintaining safety and upholding children's rights.

### **Outcome 4**

Learners must show that they can prepare a healthy and safe environment for children and/or young people, in terms of the well-maintained space; the play and activities provided. Learners must show that they can ensure safe working practice is maintained at all times in line with role, legislation, and setting policies. This can include good hygiene practice, food handling, maintaining equipment and resources. These will depend on learner's role within the setting, and their agreed responsibilities. They must also explain their ability to deal with hazards or emergencies; this may include breakages, spillages, accidents, security, evacuation. Again these must be appropriate to the learner's role and responsibilities within their setting. If actual practice is not available, then simulations or case studies may be appropriate.

## **Guidance on approaches to delivery of this Unit**

This Unit is a mandatory Unit in the National Progression Award in Playwork and Childcare (SCQF level 5). It is recommended that it should be delivered within the context of this award.

This Unit is a practice based Unit, and learners must be given the opportunity to work in a Playwork or Childcare setting. Learners should have access to relevant legislation, workplace policy and procedure documentation and workplace guidelines. It is important to emphasise that the Unit involves the demonstration of practical competences and the application of knowledge and understanding in the work setting.

## **National Unit Support Notes (cont)**

**Unit title:** Working with Children and Young People (SCQF level 5)

For this, regular tutorial meetings with learners which explore aspects of workplace practice and which support learners in the process of self-evaluation and recording of evidence will be essential. If the learner is on placement, a combination of tutorial support and placement supervision would facilitate learners' progress through the Unit. A named workplace supervisor should monitor learner progress in partnership with tutor(s). It is also essential that delivering centres regularly meet with supervisors to aid understanding and establish learner progress.

Centres should continue to offer placement experiences to learners according to principles of best practice or in an appropriate setting. Placements could be offered to learners across the early education and childcare sector, including the local authority, private and voluntary sectors. Learners should have enough time in placement to ensure that all Outcomes and Performance Criteria are met. Learners should be able to complete the Unit in a placement that only provides part day provision, eg playgroup, private nursery, out of school care, etc.

If the learner is in employment, then a combination of tutorial support and workplace supervision would facilitate the learner's progress through the Unit. A named workplace mentor should monitor progress in partnership with the tutor(s). It is also essential that delivering centres regularly meet with mentors to aid understanding and establish learner progress.

It is recommended that the Outcomes are delivered in sequence and linking in with one of the optional Units with the NPA in Playwork and Childcare in order to give context to the Unit.

Outcomes 1 and 2 could be delivered by looking at examples of a variety of workplace settings and by discussion amongst learners could be encouraged to consolidate learning.

It would be useful if learners could visit a range of workplace settings however, centres could use video footage as a suitable alternative.

Assessors must ensure that all evidence presented is learner's own work and provide confirmation of authentication according to centres procedures and SQA processes

### **Guidance on approaches to assessment of this Unit**

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

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

The assessment for this Unit should be gathered on an on-going basis to allow learners to reflect on their practices within their own workplace. The evidence for this Unit should be obtained through the compilation of a folio of evidence based on learners practice in their setting.

## National Unit Support Notes (cont)

**Unit title:** Working with Children and Young People (SCQF level 5)

The learner will also be expected to maintain a reflective diary which includes six examples of their work based practice of different play opportunities and activities which are suitable for children or young people worked with. This reflective diary could be based on extended response questions.

The observation checklist should be used to record the learner practice and it might include resources, preparation, etc. This should be included in the folio of evidence.

Assessors must ensure that all evidence presented is learner's own work and provide confirmation of authentication according to centres procedures and SQA processes.

The Assessment Support Pack for this Unit provides sample questions and answers, exemplar case study etc. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

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

### Opportunities for e-assessment

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

### Opportunities for developing Core and other essential skills

Learners may have the opportunity to develop aspects of the Core Skill in *Working with Others* through group discussions, exercises as part of the learning and teaching approach.

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

### Development of skills for learning, skills for life, and skills for work.

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## National Unit Support Notes (cont)

**Unit title:** Working with Children and Young People (SCQF level 5)

- ◆ **1 Literacy**
  - 1.3 Listening and talking
  
- ◆ **3 Health and wellbeing**
  - 3.1 Personal learning
  - 3.2 Emotional wellbeing
  
- ◆ **4 Employability, enterprise, and citizenship**
  - 4.6 Citizenship
  
- ◆ **5 Thinking skills**
  - 5.2 Understanding

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## History of changes to Unit

Version	Description of change	Date

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## General information for learners

### Unit title: Working with Children and Young People (SCQF level 5)

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

This Unit is practice-based and designed to allow you to demonstrate your skills to support working with children and young people. It will allow you to demonstrate your knowledge of your work setting and to demonstrate your ability to work within the legislative framework.

There is an expectation that you will be able to demonstrate your ability to work within the framework of policies and procedures whilst maintaining professional standards at all times. You must demonstrate your ability to support work with children and young people in your workplace in a manner that takes account of the developmental level of the child and/or young person. You are also required to provide play and activities appropriate for the child and/or young person, whilst maintaining their health, safety and well-being.

This Unit is a mandatory Unit of the National Progression Award (NPA) in Playwork and Childcare, but is also suitable if you wish to study the Unit on its own. The Unit is suitable if you are considering employment in the playwork and childcare sector or wish to progress onto higher level Playwork and Childhood Practice qualifications. There is an expectation that workplace practice/placement will be necessary and that an adequate number of hours be allocated to this. You must have the opportunity for a suitable placement or may be employed in the childcare and education sector working under supervision.

### Assessment

You will be expected to produce written and/or oral recorded evidence which demonstrates that you have met the requirements of Outcomes 1 and 2 as well as Outcome 4, Performance Criteria (b) and (c).

- ◆ performance evidence, supplemented by a reflective diary and observation checklist is required for Outcome 3 and Outcome 4, PC (a). The reflective diary will contain six reflective diary records of play and activities offered to children and/or young people.

These must include:

- ◆ implementation of activities or play opportunities ensuring children's or young person's individual developmental needs and rights were supported
- ◆ how the health and safety needs of the children or young people were supported
- ◆ description of how the learner worked as part of the team in offering the play and activities