



National Unit specification

General information

Unit title: Supporting Children and Young People in an Out of School Care Setting (SCQF level 5)

Unit code: HC3N 45

Superclass: PQ

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Unit purpose

The purpose of this Unit is to give learners the knowledge and understanding of their roles and responsibilities in relation to working with children and young people in an out of school care setting and the legislative structure in relation to this Unit. The learner will develop an understanding of out of school care provision in the range of settings currently available. The learner will consider the current underpinning principles and, in particular, will consider the role, responsibilities and organisational and legislative requirements associated with carrying out escort duties.

This Unit is an optional Unit in the National Progression Award for Playwork and Childcare, but is also suitable for learners wishing to study the Unit on its own.

Outcomes

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

- 1 Describe the current playwork principles in relation to working with children and young people in an out of school care setting.
- 2 Explain the roles and responsibilities of adults working with children, young people and others within an out of school care setting.
- 3 Describe the processes for keeping children and young people safe while escorting them to the out of school care setting.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

National Unit specification: General information (cont)

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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 level 4
- ◆ a Unit(s) from 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.

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.

National Unit specification: Statement of standards

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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 the current playwork principles in relation to working with children and young people in an out of school care setting.

Performance Criteria

- (a) Explain the current playwork principles in relation to working with children and young people.
- (b) Describe how these can be supported by adults in the setting.

Outcome 2

Explain the roles and responsibilities of adults working with children, young people and others within an out of school care setting.

Performance Criteria

- (a) Describe ways in which adults should engage with children and young people in the setting.
- (b) Describe how adults should engage with others within the setting.
- (c) Explain the legislative responsibilities of adults working in this setting.

Outcome 3

Describe the processes for keeping children and young people safe while escorting them to the out of school care setting.

Performance Criteria

- (a) Describe the essential information required to ensure that children and young people are escorted safely to the out of school care setting.
- (b) Explain the different methods of escorting children and young people to the setting and the requirements necessary for each method to ensure safety.
- (c) Describe the procedure when children who are expected to be there, fail to appear at the arranged meeting point.

National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

The Evidence Requirement for this Unit is a folio which integrates all three Outcomes as detailed below. The folio could also include documentation, for example policies and procedures or risk assessments, in support of the Outcomes.

Outcome 1

Learners should describe the current principles underpinning playwork. The folio should highlight at least three principles relevant to an out of school care setting and how an adult can support these principles in practice.

Outcome 2

Learners should describe and define the roles that adults can adopt when engaging with children and young people in the setting in their folio.

Learners should identify who else they may engage with within the setting and the different roles they may need to adopt during these engagements.

Learners must explain broad range of legislative responsibilities in this setting and an in-depth knowledge of two legislative duties in their folio.

Outcome 3

Learners should describe what is the essential information required for escort duties, where to access it and how to know that it is up-to-date.

Learners should explain the different methods of transport used in escorting children and young people to the setting and the different processes that need to be in place for each mode of transport.

Learners should describe the procedure to be implemented when children who are expected fail to appear at the meeting point at the required time.

The folio should be produced as an on-going piece of work, and should be developed as the learner progresses through the Unit.

The assessment should be conducted under unsupervised, uncontrolled, open-book conditions. Centres must be satisfied that the work submitted is the learner's own work. Assessors should maintain a record of any discussions with each learner.



National Unit Support Notes

Unit title: Supporting Children and Young People in an Out of School Care Setting (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 40 hours.

Guidance on the content and context for this Unit

This Unit aligns with 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.

Learners will work under the Scottish Social Services Council (SSSC) codes of practice.

The folio covering the Unit Outcomes can be supplemented by other documentation as appropriate.

Outcome 1

Learners should show an understanding of the principles that underpin playwork and how these relate to an out of school care setting. This can be done by providing a broad overview of the current principles underpinning playwork before identifying **three** principles, describing these in more detail and relating their relevance to an out of school care setting.

The principles can include:

- ◆ child-centred practice
- ◆ empowerment
- ◆ self-directed play
- ◆ appropriate intervention
- ◆ equality and fairness
- ◆ respect for the individual
- ◆ advocacy
- ◆ safety
- ◆ accessibility
- ◆ supporting wellbeing

National Unit Support Notes (cont)

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Having identified their three principles, learners should give examples of how these are put into practice in supporting children and young people at play. This may include:

- ◆ encouraging participation in decision-making
- ◆ knowing how children and young people like to be treated
- ◆ providing a safe and secure environment
- ◆ active listening
- ◆ acting on suggestions made by children
- ◆ promoting anti-discriminatory practice
- ◆ working positively with others
- ◆ reflecting on practice
- ◆ demonstrating a caring and considerate attitude
- ◆ encouraging cooperation
- ◆ extending understanding

Learners should be familiar with the current National Care Standards for Early Education and Childcare Up to 16 and the Scottish Social Service Council's Code of Practice for Employees. Efforts should be made to demonstrate an understanding of the overlaps between the playwork principles and the National Care Standards for Early Education and Childcare Up to 16 and the Scottish Social Service Council's Code of Practice for Employees.

For example if the learner decides to describe how empowerment is being promoted as a playwork principle with the adult's role in encouraging participation in decision-making, links can be made to the principle of choice in the Care Standards; Care Standards 4, 5 and 7 themselves; and points 1 and 3 of the Employee's Code of Practice.

Outcome 2

Learners should refer to their job description when outlining their roles and responsibilities within the overall staff team and describe the extent to which they are involved in for example preparing the setting for use; carrying out health and safety duties; assisting with the provision of play opportunities, welcoming children and young people; administrative duties and working under supervision/direction of another.

In describing how they engage with children and young people, learners should describe the range of different roles and the circumstances in which it may be appropriate for them to adopt these different roles. For example the worker as an observer; as a companion in play; as an admirer of skills; as a facilitator; as a role model; as a mediator; as a safety officer and as a judge or decision maker.

Learners should also identify the other adults that they may relate to while working in the setting, for example, parents; colleagues; owner/Management Committee members; and external professionals, and the roles that they may have to play with these other adults, for example advocate, listener, messenger, go-between and representative.

National Unit Support Notes (cont)

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Learners should demonstrate an understanding of the broad range of legislation that impacts on the out of school care setting and to describe **two** legislative duties in more detail.

Examples of relevant legislation are:

- ◆ Children and Young People (Scotland) Act 2014
- ◆ Getting it Right for Every Child Guidance
- ◆ The Regulation of Care (Scotland) Act 2001
- ◆ Scottish Statutory Instrument No. 114
- ◆ Health and Safety at Work, etc Act
- ◆ The UN Convention on the Rights of the Child
- ◆ The Children (Scotland) Act 1995
- ◆ The Protection of Children (Scotland) Act 2003
- ◆ The Scottish Social Service Council's Code of Practice
- ◆ Equality Act 2010
- ◆ National Care Standards
- ◆ Employment Rights Legislation
- ◆ The Data Protection Act 1998

Legislation affecting an out of school care setting covers at least four main aspects of its operation.

There is child care legislation such as The Children and Young People (Scotland) Act 2014 and The Protection of Children (Scotland) Act 2003; employment legislation such as The Employment Act 2002 and Health and Safety at Work, etc Act 1974; workforce legislation in The Regulation of Care (Scotland) Act 2001 and the Scottish Social Service Council's Code of Practice; and small business legislation such the Data Protection Act 1998 and Charity law.

Ideally learners should concentrate on legislation that impacts on their duties to children and young people, for example, in child protection, in health and safety, and in handling confidential information.

Learners should demonstrate an understanding of the main principles of the chosen legislation, what it was intended to do and how it is enacted in their setting, with any subsequent policies and procedures resulting from the legislation in their setting.

Outcome 3

Learners need to demonstrate an awareness of the minimum essential information that is required when children are being escorted to an out of school care setting. Learners should demonstrate an understanding of when and how information is gathered; the processes required to ensure that it is up-to-date; the administrative process of their setting for accessing such information, any legislative requirements and how to carry out and undertake a risk assessment of escorting duties.

National Unit Support Notes (cont)

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The essential information is not solely about personal information on children and young people but needs to include method of transport; route; where the meeting point is; the time for meeting up; parental permissions; any special requirements, for example children being escorted who have disabilities or special needs; access arrangements at the meeting point and the club; expected time of arrival at the club; required ratios and the adults involved; how to ensure the safety of children, young people and adults during the journey; and to have considered any likely contingencies that may arise that will require a response.

Learners need to display knowledge of the different modes of transport that can be used for escorting duties, for example the walking bus; hired vehicle; public transport; and an organisation's own vehicle, and the different requirements by way of information required, legislative requirements and risk assessment for each method.

One contingency that may arise is that of children who are due to be escorted not being at the meeting point at the required time. Learners should detail the procedure that would be implemented to deal with this issue.

Guidance on approaches to delivery of this Unit

This Unit should relate to the mandatory work practice Unit — *Children and Young People: Process of Play* — unless taken as a theory based CPD Unit. The Unit involves a mixture of the learner demonstrating practical competences and the application of knowledge and understanding in the work setting.

It is suggested that a holistic approach is taken to the teaching of this Unit beginning with the principles underpinning play and playwork. While the Unit has three distinct Outcomes, there is considerable overlap between them, eg the principles of playwork and the role of the playworker, and legislation and escorting duties.

Delivery should focus on the interconnected nature of the Unit allowing cross referencing within the Outcomes and subject areas and be aimed at assisting learners to be reflective practitioners.

Tutorial support should facilitate the learner's progress with the Unit. Where the learner is working in an out of school care setting, it would be good practice to have a named workplace supervisor to monitor learner progress in partnership with the tutor(s). In these instances it is also good practice for delivering centres to regularly meet with supervisors to aid understanding and establish learner progress.

This Unit can be delivered in a flexible manner, ie as distance learning although measures should be taken by the Centre to ensure the validity of the learner's practice.

National Unit Support Notes (cont)

Unit title: Supporting Children and Young People in an Out of School Care Setting (SCQF level 5)

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.

Learners will be expected to produce a folio covering:

- ◆ the Principles of Play and Playwork — at least three Principles should be addressed in detail showing how an adult promotes these in practice.
- ◆ descriptions of the different roles that adults adopt when engaging with children and young people and when these different roles may be appropriate to adopt.
- ◆ the identification of other adults that they may relate to while working in the setting and the range of roles they may have to adopt with these other adults.
- ◆ an understanding of the main principles of two legislative duties, an understanding of what the chosen legislation was intended to do and how it is enacted in their setting, with any subsequent policies and procedures resulting from the legislation in their setting.
- ◆ an understanding of the role and responsibilities attached to escort duties; the minimum essential information required for escorting duties; the different modes of escorting; and the need to anticipate and prepare for contingencies and to address the failure of children to appear at the arranged meeting point in particular.

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.

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.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Supporting Children and Young People in an Out of School Care Setting (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.

The purpose of this Unit is to give you the knowledge and understanding of your roles and responsibilities in relation to working with children and young people in an out of school care setting and the legislative structure involved.

You will develop an understanding of play provision and explore the current underpinning principles in relation to the setting. You will identify the range of play and resources which would be required within this setting.

This Unit is suitable for you as a support workers in a play, street play, indoor soft play or other play centre.

This is an optional Unit within the National Progression Award in Playwork and Childcare, but is also suitable for learners wishing to study the Unit on its own.

Assessment

You will be expected to produce a report which describes:

- ◆ the principles which underpin the practice within the setting.
- ◆ the role and responsibilities of the adult in an out of school care setting.
- ◆ the process for keeping children and young people safe while escorting them to the out of school care setting.

This is an integrated assessment. The evidence produced for this Unit, will provide the information required for the initial section of the Working with children and young people Unit.