



National Unit specification

General information

Unit title: Promote the Wellbeing and Safety of Children and Young People (SCQF level 6)

Unit code: HF5E 46

Superclass: PQ

Publication date: July 2016

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is a mandatory Unit in the National Progression Award: Social Services Children and Young People, but is also suitable for learners wishing to study the Unit on its own. The Unit is suitable for learners who are undertaking a Foundation Apprenticeship.

The learner will have the opportunity to investigate the wellbeing and safety of children and young people, and to consider the role of the adult in supporting the wellbeing of children and young people and ensuring their safety.

The Unit is suitable for learners who have, or are considering, employment in the early learning and childcare and/or education sector or to progress onto higher level *Social Services (Children and Young People), Playwork and Childhood Practice* qualifications.

Outcomes

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

- 1 Investigate the wellbeing of children and young people.
- 2 Explore the risks associated with the wellbeing and safety of children and young people.
- 3 Explain the adult role in observing and supporting the wellbeing of children and young people in an early learning and childcare environment.

Credit points and level

0.5 National Unit credit at SCQF level 6: (3 SCQF credit points at SCQF level 6)

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 5
- ◆ a Unit from SCQF 5 — 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.

Learners will work under the Scottish Social Services Council (SSSC) Codes of Practice.

This Unit aligns to the National Occupational Standards (NOS) for Social Services Children and Young People at level 2 developed by the SSC Skills for Care and Development and also the NOS for Playwork at level 2 developed by the Sector Skills Council (SSC) SkillsActive

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

Unit title: Promote the Wellbeing and Safety of Children and Young People (SCQF level 6)

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

Investigate the wellbeing of children and young people.

Performance Criteria

- (a) Explain the term 'wellbeing'.
- (b) Examine the indicators of wellbeing.
- (c) Explore the influences and circumstances which may have an impact on the wellbeing of children and young people.

Outcome 2

Explore the risks associated with the wellbeing and safety of children and young people.

Performance Criteria

- (a) Explore the main risks to the wellbeing and safety of children and young people in an early learning and childcare environment.
- (b) Explain how to minimise risk to the wellbeing and safety of children and young people in an early learning and childcare environment.

Outcome 3

Explain the adult role in observing and supporting the wellbeing of children and young people in early an learning and childcare environment.

Performance Criteria

- (a) Identify a range of adults who support the wellbeing of the child or young person.
- (b) Describe their role, duties and responsibilities in relation to legislation and codes of practice and frameworks.
- (c) Reflect on your own practice in supporting the wellbeing of children and young people.

National Unit specification: Statement of standards (cont)

Unit title: Promote the Wellbeing and Safety of Children and Young People (SCQF level 6)

Evidence Requirements for this Unit

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

The learner must provide evidence that they can present the information they have researched and investigated in a manner that explains the wellbeing of children and young people across the Outcomes and criteria. This should also include the role of the adult for promoting and enhancing the wellbeing of children and young people.

Evidence can be from **one** of the following methods:

- ◆ Develop a poster for children and young people exploring their wellbeing.
- ◆ Design a booklet for children and young people exploring their wellbeing.
- ◆ Develop a game(s) for children and young people exploring their wellbeing.
- ◆ Develop a website or app for children and young people exploring their wellbeing.

This piece of work must be supported with a report covering the role of the adult for promoting and enhancing the wellbeing of children and young people, to ensure that all Outcomes are covered.

The report should link to the requirements in the Outcomes, and also to the United Nations Convention on the Rights of the Child.

Evidence can be generated using a range of techniques including: e-portfolio presentation notes, posters, power points, audio recording, photographs of displays (but not of children and/or young people using the service), use of blogs.



National Unit Support Notes

Unit title: Promote the Wellbeing and Safety of Children and Young People (SCQF level 6)

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 20 hours.

Guidance on the content and context for this Unit

Outcome 1

Investigate the wellbeing of children and young people.

Learners should discuss the meaning of the term 'wellbeing' and to work on a definition that supports their own thinking and encompasses current legislation and policy.

Further information about 'wellbeing' can be found on Scottish Government, local authority and education websites providing details about 'Getting It Right for Every Child (GIFREC)', the Wellbeing Indicators, My World triangle, the Wellbeing Wheel, etc. It is essential that the most current information on 'wellbeing' is used.

Learners should have the opportunity to investigate the indicators of wellbeing and to consider each indicator and its impact on the overall wellbeing of the child or young person.

Indicators of Wellbeing include:

- ◆ Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included (SHANARRI)
- ◆ Achieving
- ◆ Nurtured
- ◆ Active
- ◆ Respected
- ◆ Responsible
- ◆ Included

Learners should consider a range of influences and circumstances which may have an impact on the wellbeing of children and young people, for example:

- ◆ Family circumstances
- ◆ Transitions
- ◆ Health, including mental health
- ◆ Cultural
- ◆ Environmental
- ◆ Education
- ◆ Poverty

National Unit Support Notes (cont)

Unit title: Promote the Wellbeing and Safety of Children and Young People (SCQF level 6)

This list is not exhaustive and any number of other influences and circumstances can be considered.

Learners should consider the codes of practice, standards, frameworks and guidance related to the wellbeing and safety of children and young people. They need the opportunity to consider child-centred working and the importance of knowing and respecting all children and young people as individuals, and the prime importance of the interests and wellbeing of children and young people.

Outcome 2

Explore the risks associated with the wellbeing and safety of children and young people.

Learners should have the opportunity to consider physical and emotional risks to the wellbeing and safety of children and young people. Learners should explore these risks at different stages of the child or young person's life and how these change with development, resilience and the variety of settings.

The learner should explore the need for children and young people to be exposed to challenges, with support from adults, to support their understanding of the balance between keeping children safe from harm while allowing them to learn and develop through sometimes risky activities will help build resilience into adult life. The learner should be able to discuss and consider how adults can adopt a risk-benefit approach to wellbeing and safety of children and young people. They can consider the long-term benefits of play and exposure to risk — both in terms of physical health and in developing resilience and mental wellbeing.

Outcome 3

Explain the adult role in observing and supporting the wellbeing of children and young people in early learning and childcare environment.

The learners should also explore the role of the adult in observing and supporting each of these indicators of wellbeing and the legislative and policy framework surrounding their role, duties and responsibilities. They should consider the actions to these adults may take and the support they can offer, when they observe any key changes in the child or young person's wellbeing or safety.

National Unit Support Notes (cont)

Unit title: Promote the Wellbeing and Safety of Children and Young People (SCQF level 6)

There are a range of adult roles that may be considered as part of this Outcome for example:

- ◆ Parent
- ◆ Teacher
- ◆ Key worker
- ◆ Health visitor
- ◆ Social worker
- ◆ Early Years Worker
- ◆ Playworker
- ◆ Named Person
- ◆ Kinship carer
- ◆ Youth worker
- ◆ Social service worker
- ◆ Psychologist

This list is not exhaustive and any number of other adult roles can be considered.

It is important for the learners to have some understanding of current legislation relating to wellbeing and safety of children and young people, such as Young People (Scotland) Act 2014 and relevant policies and frameworks, such as, The National Care Standards: early education and childcare up to the age of 16; Getting It Right for Every Child (GIRFEC); etc.

Learners must have the opportunity to look at significant, relevant and current legislation in place which ensures that children and young people have their rights upheld. They should also consider the impact on policy and practice, for settings for children and young people. Learners must also acknowledge the role rights play in relation to the wellbeing of a child or young person.

As part of this investigation of the roles of adults, the learners need to consider the impact adults have had on their own wellbeing or when they have had an impact on the wellbeing of another child or young person.

Learners need to consider why it is important to reflect on the wellbeing and safety of children and young people and how they can use their reflections to improve the way they work. They should be given the tools to reflect on their own experiences ensuring that confidentiality is maintained or appropriate support is provided. This may be within the remit of Unit or whilst undertaking further SVQ work.

National Unit Support Notes (cont)

Unit title: Promote the Wellbeing and Safety of Children and Young People (SCQF level 6)

Guidance on approaches to delivery of this Unit

This Unit is a mandatory Unit in the National Progression Award Social Services Children and Young People. It is recommended that it should be delivered within the context of this award, but it is also suitable for learners wishing to study this Unit on its own.

In delivering this Unit there should be a balance between teacher/lecturer presentation and learner-centred learning. This can be taught using a variety of methods, such as:

- ◆ Small group exercises
- ◆ Group discussion
- ◆ Case studies
- ◆ Worksheets
- ◆ Individual research
- ◆ Videos
- ◆ Lectures
- ◆ Use of ICT such as searching appropriate and relevant websites

It is imperative that all learners should have a copy of the articles in the United Nations Convention on the Rights of the Child. These can be downloaded from websites such as www.uncrc.com.

They should have the opportunity to discuss their own views of involvement of children and young people, and the benefits of participation for children and young people. It may be useful to teach through this Unit, Outcome by Outcome.

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.

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National Unit Support Notes (cont)

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- ◆ small group exercises.
- ◆ group discussion.
- ◆ case studies.
- ◆ worksheets.
- ◆ individual research.
- ◆ videos.
- ◆ lectures.
- ◆ use of ICT such as searching appropriate and relevant websites.

Learners should have the opportunity to discuss their own views on the development of children and young people, and the fundamental importance of development in the future life chances of children and young people

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.

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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.

National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

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

The skills that learners will be expected to develop through this Unit are consistent with the four capacities outlined in the Curriculum for Excellence, which are to enable each learner to be: a successful learner, a confident individual, a responsible citizen and an effective contributor. Specific skill associated with this Unit are listed below and should be built into the learning opportunities where possible.

- 1 Verbal and written communication.
- 2 *Information and Communication Technology.*
- 3 Citizenship.
- 4 Employability.
- 5 Analysis and evaluation.
- 6 Application of learning to practical situations.

Equality and inclusion

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History of changes to Unit

Version	Description of change	Date

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General information for learners

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Outcomes

On successful completion of the Unit, you will be able to:

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- 3 Explain the adult role in observing and supporting the wellbeing of children and young people in early learning and childcare environment.

You must provide evidence that you can present the information you have researched and investigated in a manner that explains the wellbeing of children and young people across the Outcomes and criteria. This should also include the role of the adult for promoting and enhancing the wellbeing of children and young people.

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