

Draft National Unit Specification



Unit title: Services for Children and Young People (Higher)

SCQF: level 6 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is for learners to explore current childcare services and the role of practitioners, professionals and others working in partnership to support the development of children and young people. Learners will investigate the ways in which legislation influences professional working relationships, and will analyse initiatives and strategies used to inform current practice.

Learners who complete this Unit will be able to:

- 1 Investigate services for children and young people

This Unit is a mandatory Unit of the Higher Childcare and Development Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The Course Assessment Specification for the Higher Childcare and Development Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Childcare and Development Course.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Early Education and Childcare (Skills for Work) Course at SCQF level 5 or relevant component Units
- ◆ Literacy (SCQF level 5)
- ◆ Numeracy (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. For further information please refer to the *Unit Support Notes*.

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Investigate services for children and young people by:

- 1.1 Describing an individual or group of children or young people
- 1.2 Explaining the role of three services in supporting the development of the individual or group
- 1.3 Explaining how legislation influences professional practice in these services and the impact this could have on the individual or group
- 1.4 Analysing an example of partnership working for this individual or group
- 1.5 Analysing an initiative or strategy which influences the services

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used. The individual or group to be investigated should be in the age range of pre-birth to 16.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not need to be achieved in one activity, but can be assembled from a variety of tasks and assessments carried out throughout the Course. Evidence may be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment holistically in one single activity.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

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

(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)

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.

1 Literacy

1.2 Writing

1.3 Listening and talking

3 Health and wellbeing

3.5 Relationships

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

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*.

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.