



Higher National Unit specification

General information

Unit title: Working in the Lifespace: Models and Concepts
(SCQF level 9)

Unit code: HG34 36

Superclass: PN

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Source: Scottish Qualifications Authority

Version: 01

Unit purpose

The purpose of this Unit is to enable Learners to understand the importance of the lifespace in residential child care. It will do this by providing underpinning knowledge in relation to the context for residential child care in Scotland and the types of models and concepts associated with lifespace work. It will also provide an opportunity to demonstrate how to apply concepts from lifespace work in practice. It examines the source and meaning of lifespace concepts. It also looks at the research into lifespace models and provides an opportunity to evaluate this in relation to current policy and guidance. It will enable learners to apply skills and knowledge relevant to residential child care practice to the development of appropriate support and interventions in the workplace.

Successful completion of the Unit will enable learners to understand and apply some tools which may be helpful to a residential child care worker when working in group care settings. The Standards for Residential Child Care (SSSC 2015) state that residential child care practitioners should have knowledge and a critical understanding of children and young people's development and learning and the factors that affect it. (Standard 3.2). In addition, they should have 'a critical understanding of the theories and principles required to analyse and evaluate frameworks and working practices used by the service (Standard 3.5). The Unit will also help to provide evidence of the ability to lead and contribute to the development of an environment which is caring and nurturing, safe, and inclusive (Standard 4.2).

Higher National Unit specification: General information (cont)

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Outcomes

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

- 1 Critically reflect on the meaning of lifespace work.
- 2 Critically evaluate concepts from the Child and Youth Care (CYC) model of lifespace work.
- 3 Critically evaluate concepts from the Social Pedagogy model of lifespace work.
- 4 Critically analyse current research into lifespace work.
- 5 Apply and critically reflect upon lifespace concepts and interventions in own practice in residential child care.

Credit points and level

2 Higher National Unit credits at SCQF level 9: (16 SCQF credit points at SCQF level 9)

Recommended entry to the Unit

In order to access the PDA level 9 Residential Child Care award learners must be able to demonstrate appropriate experience of working in a residential child care setting and have gained 120 credits at SCQF levels 7 and 8 which are recognised as meeting the requirements for registration with the Scottish Social Services Council in residential child care.

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.

Higher 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

Critically reflect on the meaning of lifespace work.

Knowledge and/or Skills

- ◆ Definition of lifespace
- ◆ Current policy and practice drivers for lifespace work
- ◆ Lifespace as understood within the current setting

Outcome 2

Critically evaluate concepts from the Child and Youth Care (CYC) model of lifespace work.

Knowledge and/or Skills

- ◆ Definition of the Child and Youth Care (CYC) model
- ◆ Milieu
- ◆ Rhythms and rituals
- ◆ Attunement
- ◆ Containment

Outcome 3

Critically evaluate concepts from the Social Pedagogy model of lifespace work.

Knowledge and/or skills

- ◆ Social Pedagogy model
- ◆ Head, heart and hands
- ◆ The three aspects of self (professional, personal and private)
- ◆ Haltung or attitude

Outcome 4

Critically analyse current research into lifespace work.

Knowledge and/or skills

- ◆ Research within the CYC model
- ◆ Research within the social pedagogy model
- ◆ Impact of research on policy and guidance

Higher National Unit specification: Statement of standards (cont)

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Outcome 5

Apply and critically reflect upon lifespace concepts and interventions in own practice in residential child care.

Knowledge and/or Skills

- ◆ Lifespace concepts relevant to current group care environment
- ◆ Lifespace interventions used in current group care environment

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

- ◆ define what is meant by the lifespace.
- ◆ critically evaluate two policies which impact on the lifespace.
- ◆ identify current residential setting and describe its milieu in terms of the CYC model.
- ◆ critically examine the impact of at least one piece of legislation on milieu.
- ◆ critically evaluate the impact of lifespace research in at least one aspect of current policy and practice guidance.
- ◆ describe what is meant by 'rhythms and rituals', 'attunement' and 'containment' and critically reflect upon at least one example of each of these within their current setting and how these activities affect the wellbeing of children and young people within their current setting.
- ◆ critically evaluate the key aspects of the social pedagogy model.
- ◆ critically analyse the current group care environment with a view to identifying one area of need for a lifespace intervention.
- ◆ use the key social pedagogy concepts of 'head, heart and hands' to describe and critically reflect upon an activity they carry out to help meet an identified need.
- ◆ critically evaluate how well the current setting consciously applies understanding of lifespace concepts and identify at least one improvement which may contribute to improving lifespace work in their setting.



Higher National Unit Support Notes

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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 Unit is concerned with working in the lifespace. When the learner has completed the Unit, they should have had the opportunity to examine and apply some of the key concepts related to lifespace work. For ease of understanding, this set of support notes has been divided into the five Outcomes. There is also a comprehensive set of references and websites at the end of this section.

Outcome 1

Learners should begin by locating their own setting within the diverse provision of residential child care. This is important for their understanding of *milieu* or Unit environment.

Learners should be introduced to some of the definitions of lifespace. According to Smith (2005) lifespace is 'what workers in residential child care do, on a day by day, shift by shift, minute by minute basis. It involves the conscious use of everyday events to promote the growth, development and learning of children and young people'. Lifespace work is the essence of how residential workers can make a potentially huge difference to Outcomes for children and young people, in every part of their working day and night.

Similarly, candidates are asked to look at the main policy drivers within which they operate and to evaluate how this impacts on milieu. Important aspects here would be the effects of the Children and Young Persons (Scotland) Act 2014 [which extends the right of young people to remain in a residential setting until the age of 21] the relevant set of National Care Standards [school care accommodation, short breaks, residential homes etc.] and Code of Practice and any national policy priorities [GIRFEC, National Autism Strategy etc.]. They should be encouraged to examine any shifts in policy which they have experienced which would contribute to or provide a barrier for lifespace work as defined.

Outcome 2

The two main traditions which are informing residential child care in Scotland are the North American Child and Youth Care (CYC) tradition and the European Social Pedagogy tradition. This Outcome will examine the CYC model. A good definitional discussion was recorded by Professor Jim Anglin on a webinar from the NACCP Conference (2015) and this may be a good starting point for group discussion of the CYC model. (See Webinar 20, NACCP 2015, at https://www.youtube.com/watch?v=-tB8X_jURw4)

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From the North American CYC tradition, probably the best known pieces of work which have gone on to inform other lines of research are Henry Maier's *Core of Care* (1979) and Trieschman, Whittaker, and Brendtro's *The Other Twenty Three Hours* (1969). Both of these works emphasise the relational aspects of residential child care and the importance of use of self as a therapeutic tool.

Under the CYC model some of the key concepts are milieu, rhythms and rituals, attunement and containment. Milieu is the 'feel' of the Unit and its environment. Feilberg (2007) said 'the milieu is the environment and the setting within which lifespace work takes place. It is more than that, however, as it also encompasses the feel of the space which is created from the interactions within it, and what everyone brings with them into the space. Everything that happens in the Unit has an effect on the lifespace. The practitioner's skill lies in utilising this consciously to foster growth and development.' This paper is excellent for developing ways of working with a group of candidates using lifespace concepts.

Smith (2005) said, 'rhythm is the process through which worker and young person find a common and comfortable way of being together. ... Rituals are those practices that become embedded in the fabric of a Unit and which have a significance and special meaning to the workers and young people who engage in them. Examples of the kind of rituals that can develop between workers and children and young people might be behaviours like gentle nudging or 'high fives' on passing one another in the corridor'.

Attunement is being aware of, and responsive to, young people in the milieu. As a residential worker, staff must be attuned to how the young person feels and what will engage, encourage and show them feelings of concern and care. Attunement has a lot to do with non-verbal communication, because very often the young people in residential care will have had disrupted development and attachments, as well as trauma-related brain dysfunction (See Perry, 2005, for an excellent discussion on the effect of trauma and some images of the traumatised brain). Some examples of day to day signals to young people may be the movement of your eye (a warm wink), facial gestures, (a warm smile) your tone of voice, the movement of your hand (a wave, or an A-OK) or the nod of your head. It is important for staff to know that a young person can sense their interest and genuineness in them, as well their approval or disapproval. Hence there is a huge need for staff to be attuned to the young people with whom they work.

Children need to develop the ability to contain emotions, and to do this, they need to have had a secure and safe upbringing. Research tells us that young people in residential child care have often not had 'good enough' experiences of 'containment', and as a result, their cognitive and emotional development will have been affected. For these young people, when negative feelings get triggered, they can be more intense due to the pain of 'unsoothed', unresolved feelings that also get triggered. Steckley (2010) put this well when she was discussing containment in the context of physical restraint when she said it was 'similar to the pain of prodding an infected wound that hasn't healed properly'. In addition, these children will have an underdeveloped ability to manage these more intense feelings. Douglas (2007) said 'Containment is thought to occur when one person receives and understands the emotional communication of another without being overwhelmed by it, processes it and then communicates understanding and recognition back to the other person. This process can restore the capacity to think in the other person'. (For up to date information, case studies, blogs and resources on the CYC tradition, please go to <http://www.cyc-net.org/>)

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Outcome 3

In terms of the European Social Pedagogy tradition, many European practitioners who work in residential child care are trained as, and consider themselves to be, social pedagogues. Social pedagogy can be defined as 'the education of children in the broadest sense' according to Petrie et al (2006). Smith (2010) has provided a clear briefing paper which describes the development of social pedagogy, the concepts associated with it and its relationship to work in the Scottish context.

The European Social Pedagogy tradition has come more in prominence since the pilot studies run by the Department of Health from 2000. As Smith (2010) points out, social pedagogy is a diverse tradition. Petrie et al (2006) identified nine principles underpinning the social pedagogy tradition. These are:

- ◆ A focus on the young person as a whole person, and support for the young person's overall development
- ◆ The worker seeing herself/himself as a person, in relationship with the young person
- ◆ Young people and staff are seen as inhabiting the same lifespace, not as existing in separate hierarchical domains
- ◆ Workers must constantly reflect on their practice and to apply both theoretical understandings and self-knowledge to the sometimes challenging demands with which they are confronted
- ◆ Workers are also practical, so their training prepares them to share in many aspects of the daily lives and activities of young people (eg cooking, cleaning, sports and games, crafts, etc)
- ◆ Workers should foster and make use of the group
- ◆ Pedagogy builds on an understanding of children's rights that is not limited to procedural matters or legislated requirements
- ◆ There is an emphasis on team work and on valuing the contribution of others in raising children and young people: other professionals, members of the local community and parents
- ◆ The centrality of relationship and, allied to this, the importance of listening and communicating

There are a number of concepts which are central to social pedagogy. Haltung is the worker's stance or attitude. It is closely connected to the values and ethics of the person. Eichsteller (2010) suggests that Haltung means that not everyone can be an effective residential child care worker. The worker needs to have the right attitude and frame of mind to be real and relate to the young person in their care.

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The next set of concepts which are crucial to social pedagogy is 'head, heart and hands' which is also intimately connected with the three aspects of self: personal, professional and private (the three Ps). Practice in a pedagogic model is a holistic process that creates a balance between the professional self (theory and concepts, reflective practitioner — the 'head') and the personal self (using one's personality, positive attitude, building personal relationships — the 'heart'). The private self must NEVER be used in the pedagogic relationship. The 'hands' reflects the practical aspects of pedagogic practice which can be any activity you do with a young person which is used therapeutically to enhance their well-being. Some interesting and well documented examples of these are the use of food (Emond and Punch, 2012), football as a therapeutic activity (Steckley, 2005) and storytelling (Simpson, 2014).

(For up to date information about social pedagogy concepts and models, please go to <http://www.thempra.org.uk/>)

Outcome 4

Learners working at this level should be able to examine research to ensure that practice is evidence based. Some interesting evaluation studies have been carried out which show the value of social pedagogy in the British setting. Milligan (2011) examined social pedagogy in Scotland and Berridge et al (2010) looked at the Essex social pedagogy pilot. Learners should be encouraged to look at one of these studies. Learners should also be encouraged to look at research from the CYC tradition. Kendrick (2013) wrote an interesting article in this looking at relationships and relatedness. This article will provide a good overall discussion of some of the CYC concepts. The work of Smith, Fulcher, Brendtro and Anglin, already mentioned in these notes, are also particularly relevant.

Outcome 5

For this Outcome, learners are required to demonstrate their ability to apply lifespace concepts to the group care environment. For this they will be required to build upon their discussions in the first four Outcomes, where they looked at the factors which impact upon the lifespace. They will be required to critically examine their own workplace with a view to identifying one area of need for a lifespace intervention. The nature of the lifespace intervention is that it must be something that happens with the group and not only with an individual child or young person.

The importance of group dynamics cannot be underestimated in residential child care. For children and young people, residential group care can be used to provide an individual nurturing experience, and group process can be used for positive therapeutic purposes. Many kinds of group experiences take place within a children's home. In the ebb and flow of daily life within a home, there are always sub-groups forming, operating and breaking up in the "life space" of the children. These are not specifically therapeutic groups, and though they can be formal as well as informal in nature, they are widely acknowledged as having therapeutic possibilities. Taking part in leisure activities together, having informal discussions, preparing to settle down for the night, sharing in domestic chores and joining in many other activities provide special opportunities for relationships and trust to develop. These groupings represent the greater part of life at a children's home.

It is this complex of group situations which meets the new child who has come to live in a children's home. Each new admission can arouse anxiety in every member of the resident and staff group, yet this is a basic anxiety that would be triggered within any group. The group of people involved in the life of a children's home share features common to all human groups. People leave, people arrive, and with each change new opportunities arise while new problems are thrown up. A problem for many of the young people who live in a children's home is that they have not yet developed as wide a repertoire of safe social responses to change as their peers in the wider community have. For them new arrivals are experienced as though they are actually displacing siblings, while familiar residents and staff leaving throw them back into their past traumas of failed or broken attachments, rejection, separation and loss. Consequently their reactions to changes in the group can be extreme. With this in mind, an understanding of the moment-to-moment group dynamics of a children's home has to be tailored to allow these reactions to occur and to be safely contained. The chapter by Furnivall and Stevens in the book 'Residential Child Care: Prospects and Challenges' would be helpful starting point for discussion on the importance of group dynamics in residential child care settings.

Having examined the nature of some of the practical activities for Outcomes two and three, candidates should be well prepared to develop a lifespace intervention. This may be around cooking and eating, storytelling, gardening, community activities, establishing a new weekly ritual/celebration, craft activity, etc. the possibilities are wide and varied. However, the activity must be based on an analysis of what the group within the residential Unit needs in terms of some of the concepts examined here. The candidates will then be expected to critically evaluate the intervention.

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References and websites to support the Outcomes

Berridge, D. Biehal, N., Lutman, L., Henry, L. and Palomares. M. (2010). Raising the bar? Evaluation of the Social Pedagogy Pilot Programme in residential children's homes.

Accessed on 14th March 2016 at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/181597/DFE-RR148.pdf

Douglas, H. (2007). Containment and reciprocity: Integrating psychoanalytic theory and child development research for work with children. Hove: Routledge.

Eichsteller, G. (2010). The Notion of 'Haltung' in Social Pedagogy. Children Webmag.

Accessed at <http://www.childrenwebmag.com/articles/social-pedagogy/what-is-social-pedagogy>

Emond, R and Punch. S (2012). The use of food and food practices in residential care in Scotland. Accessed at <http://www.iriss.org.uk/resources/use-food-and-food-practices-residential-care-scotland>

Feilberg, F (2007). Teaching lifespace working by using the lifespace in

Teaching. Scottish Journal of Residential Child Care (6:1) pp32-36. Accessed at

http://www.celcis.org/media/resources/publications/vol6no1teaching_lifespace_working.pdf

Kendrick, A. (2013) Relations, relationships and relatedness: residential child care and the family metaphor. *Child and Family Social Work* 18(1), 77–86

Milligan, I. (2009) Introducing social pedagogy into Scottish residential child care: An evaluation of the Sycamore Services social pedagogy training programme, Glasgow,

Scottish Institute for Residential Child Care. Accessed on 14th March 2016 at

http://www.sircc.org.uk/sites/default/files/Social_Pedagogy_Final.pdf

Smith, M. (2005) *Working in the lifespace*. Chapter 2 in *In Residence: A series of practice development papers for RCC workers'* Accessed at

<http://www.celcis.org/media/resources/publications/A12.pdf>

Maier, H. (1979). The core of care: Essential ingredients for the development of children at home and away from home. *Child Care Quarterly*, 8(4), 161-173. Accessed at

<http://www.cyc-net.org/CYR101C/pdf/maier-ingredients.pdf>

Trieschman, A., Whittaker, J., & Brendtro, L. (1969). *The other twenty three hours*. New York: Aldine.

Milligan, I. and Stevens, I. (2007). Residential child care; collaborative practice. London: Sage.

Perry, B. (2005). Maltreatment and the Developing Child: How Early Childhood Experience Shapes Child and Culture. Accessed at <http://www.lfcc.on.ca/mccain/perry.pdf>

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Petrie, P. Boddy, J., Cameron, C., Wigfall, V., & Simon, A. (2006). Working with children in care: European perspectives. Berkshire: Open University Press.

Simpson, D (2014) Beware of the Big Bad Storyteller? An exploration of the therapeutic potential of bedtime reading from the perspective of young people and residential workers. Accessed at

http://www.celcis.org/media/resources/publications/2014_vol13_No1_simpson_beware_of_the_bad_storyteller.pdf

Smith, m (2010). Social Pedagogy briefing Paper. Accessed at

<http://www.celcis.org/media/resources/publications/socialpedagogy-briefing-paper-Mark-smith.pdf>

Steckley, L. (2005). Just a game? The therapeutic potential of football. In D. Crimmens & I. Milligan (Eds.), Facing forward: Residential child care in the 21st Century (pp. 137-147). Lyme Regis: Russell House Publishing.

Steckley, L. (2010). Containment and holding environments: Understanding and reducing physical restraint in residential child care. Children and Youth Services Review, 32(1), 120-128. Accessed at <http://strathprints.strath.ac.uk/28800/>

Some other very good RCC websites which may contain useful information are

The Scottish Residential Child Care Workers Association <http://www.srccwa.com/>

The Centre of Excellence for Looked after Children in Scotland (incorporating SIRCC) <http://www.celcis.org/>

Good Enough Caring <http://www.goodenoughcaring.com/>

The A-Z of residential child care: The archived work of NCERCC

<http://www.ncb.org.uk/ncercc/a-z-of-residential-child-care>

Guidance on approaches to delivery of this Unit

The delivery of this Unit gives a perfect opportunity to put some of the lifespace concepts into practice. The paper by Fiona Feilberg is highly recommended as a possible teaching strategy as this was written by a lecturer who is also an experienced residential child care worker, and it is written about residential child care staff. She used and evaluated this method herself. [http://www.celcis.org/media/resources/publications/vol6no1teaching_lifespace_working.pdf]

The first Outcome should be fairly brief. This is setting the meaning for lifespace work. Context setting is important in understanding the milieu and also in helping workers to understand how policy can have an impact on work. The emphasis should always be on facilitating the learners to reflect on their own workplaces and their own organisations as milieu can differ from Unit to Unit and from organisation to organisation.

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The second and third Outcomes will form the bulk of teaching in the Unit. The support notes for these learning Outcomes give the range of topics to be covered. There are many interesting ways in which the topics can be examined. Some of the material is in the form of video clips. You may choose to show these in class. Another way of using video clips is to access YouTube and to look in particular about work done with children and young people affected by physical and learning disabilities and look at the way these workers approach their work, as opposed to workers who work with children in mainstream residential Units. This can lead to some very interesting discussions about the therapeutic use of touch, and appropriate sharing of personal information. Learners should be encouraged to bring in their own examples of practice from their Units and to analyse these from the point of view of some of the concepts used in the Unit. Tutors may also wish to model containment within the classroom. Laura Steckley produced an excellent PowerPoint on containment which also examined the need for residential workers to be emotionally 'held' during their work and you may wish to share this with learners. It can be accessed at <http://www.slideshare.net/socialcareireland/re-embracing-containment-and-holding-environments-a-fresh-take-on-a-fundamental-element-of-practice>

The fourth Outcome encourages learners to look at the research and examine Outcomes of the application of CYC or Social Pedagogy concepts. In terms of CYC, there have been many small pieces of research related to interventions such as storytelling, football, climbing etc. Laura Steckley and Karen Vander Ven have written on these subjects as have Dawn Simpson (2014). Learners should look at, at least one piece of research from each of the two models and perhaps give a presentation in class (either singly or in a group) on the findings.

The last Outcome will be looking at applying a lifespace intervention in the workplace. For this part of the Unit, your role will be as a sounding board and to make sure that the worker is providing an example of a lifespace (ie group) intervention based on an analysis of what happens in their workplace.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following is a suggestion 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.

It is suggested that the assessment for this Unit is on the form of a holistic case study which would cover all of the Outcomes for the Unit. The case study should be around 2,000 words.

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The case study could be completed in three parts as follows:

1 Introduction

- ◆ Define what is meant by the lifespace and describe the milieu of your own Unit.
- ◆ Identify which aspects of legislation, national policy and their own Unit operational policy and guidelines impact upon their current milieu.
- ◆ Describe what is meant by 'rhythms and rituals', 'attunement' and 'containment' and provide at least one example of each of these within their current setting.
- ◆ With reference to the above three examples, provide a short critical reflection on how this activity affects the wellbeing of children and young people within their current setting.

2 Lifespace intervention

- ◆ Describe the key aspects of the social pedagogy model.
- ◆ Identify one area of need for a lifespace intervention, based on your analysis of the current milieu and issues in the Unit.
- ◆ Use the key social pedagogy concepts of 'head, heart and hands' to describe an activity you carry out to help meet the above need.
- ◆ Critically reflect upon the intervention and its contribution to the milieu.

3 Evaluation of milieu

- ◆ Evaluate how well your current setting consciously applies understanding of lifespace concepts and identify at least one improvement which may help to contribute to improving lifespace work in your setting.

The learner's work should be authenticated through a signed declaration from their line manager in the workplace.

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.

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Opportunities for developing Core and other essential skills

Assessment of this Unit will assume the development of Core Skills necessary in the performance of work tasks at this level. For example, the assessment is likely to include the use of appropriate information technology. Taking part in the activities of the class will lead to the demonstration of skills required to undertake presentations written and oral which will include the use of complex information.

Candidates will have the opportunity to develop the following Core Skills:

Communication: Written communications will be developed through candidates producing written work in a variety of formats; oral communication will be developed through discussion, debate and evidence of engagement with other professionals and key people.

Working with Others: Will be developed as candidates will be required to work collaboratively with colleagues from their own Unit in the preparation and research for their assessment.

Information and Communication Technology (ICT): Candidates will develop their *ICT* skills through research and the presentation of written assessment.

Problem Solving: Learners will have the opportunity to develop their skills through research and evaluation and through relating their learning to their own work practices.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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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 enable you to understand the importance of the lifespace in residential child care. As well as being a stand-alone Unit, it is one of the mandatory Units for the PDA in residential child care. The Unit is aimed at those who are experienced residential childcare workers who are working in a residential setting. The Unit sets out to contribute to continuing professional development in residential child care. It will do this by providing underpinning knowledge in relation to the meaning of lifespace in residential child care in Scotland and the types of models and concepts associated with lifespace work. It will also provide an opportunity to demonstrate how you apply concepts from lifespace work in your practice. It considers the development of residential child care in Scotland and its diverse nature. It examines the source and meaning of lifespace concepts. It will enable you to apply skills and knowledge relevant to residential child care practice to the development of appropriate support and interventions in your Unit.

You will be assessed by means of a holistic work-based case study, where you will be given the opportunity to explain lifespace concepts, how they apply to your Unit, how you design and implement a lifespace intervention and how you critically examine how well your Unit understands and applies concepts from the lifespace as part of its work.

Successful completion of the Unit will enable you to understand and apply some of the tools which may be helpful to a residential child care worker when working with the most challenging of children and young people in group care settings. You will also further enhance some of your Core Skills in *Communication*, *ICT* and *Working with Others* and *Problem Solving*.