

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7260294**UNIT TITLE:** CHILD DEVELOPMENT: WORKPLACE EXPERIENCE

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

OUTCOME

1. SUPPORT THE ALL-ROUND DEVELOPMENT OF CHILDREN IN CHILD CARE AND EDUCATION SETTINGS

PERFORMANCE CRITERIA

- (a) Interaction with children is consistent with their developmental needs.
- (b) The provision of food and drink is consistent with the needs of the individual child and the policy of the setting.
- (c) The provision of opportunities for rest, exercise and sleep is consistent with the needs of the individual child.
- (d) The interaction is characterised by a manner which relates positively to cultural diversity, by the avoidance of gender stereotyping, and by recognition of special needs.

RANGE STATEMENT

Interaction: individual child; groups.

Developmental needs: physical; emotional; social; learning.

Food and drink: snacks; main meals; nutrition; hygiene;

Rest and exercise: suitable environment; quiet periods; safety.

Age Range: 1-4: 4-7 years.

EVIDENCE REQUIREMENTS

Performance evidence generated by direct observation of performance in the workplace over a period of time.

Oral evidence to cover performance criteria not readily observable.

Written evidence of observations and assessments of development of individual children; reflective accounts of candidate's practice.

All evidence should be authenticated by the workplace supervisor.

OUTCOME

2. CONTRIBUTE TO THE PROMOTION OF POSITIVE BEHAVIOUR IN YOUNG CHILDREN

PERFORMANCE CRITERIA

- (a) The interaction with young children is consistent with the realistic promotion of their self-esteem.
- (b) The application of goals and boundaries for behaviour is consistent with the needs of the individual child and the promotion of acceptable practice.
- (c) The promotion of positive behaviour is consistent with cultural diversity and the avoidance of gender stereotyping.

RANGE STATEMENT

Behaviour: social; physical; verbal; non-verbal; related to adults; related to children; related to self.

Self-esteem: conditional positive regard; unconditional positive regard.

Goals and boundaries: consistency; discussion with children; discussion with colleagues.

Acceptable practice: timing of interventions; calm response; nature of sanctions; safety; flexibility; children with special needs.

Age range: 1 to 4: 4-7.

EVIDENCE REQUIREMENTS

Performance evidence generated by direct observation of performance in the workplace over a period of time.

Oral evidence to cover performance criteria not readily observable.

Written or oral evidence of observed behaviour, including candidate's practice.

All evidence should be authenticated by the workplace supervisor.

OUTCOME**3. CONTRIBUTE TO THE MAINTENANCE OF A SAFE ENVIRONMENT FOR CHILDREN****PERFORMANCE CRITERIA**

- (a) The maintenance of a safe environment for children is consistent with the requirements of health, supervision and resources.
- (b) The implementation of first aid and emergency procedures is consistent with agreed practice and the policy of the setting.
- (c) The implementation of procedures relating to child protection is consistent with the needs of the individual child and the policy of the setting.
- (d) The maintenance of children's safety on outings is consistent with agreed practice and the policy of the setting.
- (e) The response to illness in a child is consistent with the nature of the illness and practice agreed within the setting.
- (f) The maintenance of a safe environment is consistent with the requirements of cultural diversity, children with special needs and the avoidance of gender stereotyping.

RANGE STATEMENT

Safe environment: equipment; materials; furniture; animals; dangerous substances; waste disposal; indoors; outdoors; adult-child ratio; safety rules; overprotection; collection of children.

First aid and emergencies: assessment of situation; appropriate action; hygiene; comfort and reassurance; report of situation.

Child protection: possible identification of physical abuse; behavioural symptoms; reporting of signs and symptoms; acceptable practice.

Outings: choice of outing; adult-child ratio; parental permission; clothing; supplies; transport; safety; parent involvement.

Illness: signs and symptoms; response; informing parents; medication; confidentiality; report of situation.

Age range: 1 to 4: 4 to 7 years.

EVIDENCE REQUIREMENTS

Performance evidence generated by direct observation of performance in the workplace over a period of time.

Oral evidence to cover performance criteria not readily observable.

Written evidence of reflective accounts of candidate's practice, including observed behaviour of children.

All evidence should be authenticated by the workplace supervisor.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 7260294

UNIT TITLE: CHILD DEVELOPMENT: WORKPLACE EXPERIENCE

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 160 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This unit requires the candidate to demonstrate in the workplace competencies associated with supporting the all-round development of children. This also relates to promoting positive behaviour and to the maintenance of a safe environment and includes issues of child protection.

The outcomes for this unit are derived from the competences embodied in the following units:

C2, C4, C6, C9, E1, E2, P2 of the National Occupational Standards for SVQs in Childcare and Education at level II as identified by the Occupational Standards Council, the Care Sector Consortium.

It is suitable for those undertaking programmes in Child Care and Education and would integrate well with other work experience modules eg:

7260284 Play and the Curriculum: Workplace Experience
7260304 Partnerships in Child Care and Education: Workplace Experience

The underpinning knowledge for this unit can be accessed through the NC Modules:

7260204 Child Development: An Introduction
7260234 Promoting Positive Behaviour in Children
7141451 Promoting Equal Opportunities
7260254 The Child with Special Needs
7260214 Promotion of Child Health
7260011 Partnerships in Child Care and Education
7260224 Play Experiences for the Young Child
7260244 Providing for an Early Years Curriculum

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This unit is suitable for those working, or intending to work in child care and education settings in public, private and voluntary contexts, who require, or wish to have evidence of practical competence in work with young children.

CONTENT/CONTEXT Competence must be demonstrated in relation to the on-going needs of the children in the setting. Attention should be paid to issues of cultural diversity, gender stereotyping and the wishes of parents. While it is likely that children with identified special needs relating to developmental disability will be in the minority in all settings, candidates should be expected to demonstrate a flexibility of approach that incorporates appropriate practices in relation to disability. Settings may range from group care and education in local authority establishments, voluntary and private provision, to care and education provided in private homes.

Corresponding to Outcomes:

1. The focus of this outcome is on the candidate supporting children's all-round development ie. physical, social and emotional development, and opportunities for supporting learning.

N.B. an ability to facilitate cognitive learning in depth is beyond the competence level for this unit.

Candidates could work with small and large groups of children as well as with individual children. Interaction relates to a variety of experiences, both indoors and outside, and should be suitable for the age and stage of development of the children. The experiences should be from as wide a range as possible, covering play and related areas such as music, books, stories and poems, art and craft, science and the natural world. Candidates should be able to show qualities of patience, responsibility, sensitivity and empathy, and an awareness of the individual child within a group, as well as awareness of group needs.

When providing food and drinks, candidates should be aware of the policies of the setting. Nutritional requirements should be met. Attention should be given to cultural and religious wishes, and to particular dietary requirements. Hygiene and safety standards should be maintained. Food and drink should be attractively presented, and portion size and individual preference taken into account. Attention should be given to promoting independence, and to ensuring physical comfort. Children could be involved in the preparation and serving of food and drink in ways which reflect an awareness of developmental needs. Learning opportunities should be recognised and acted upon, relating to social, language and mathematical skills.

Candidates should be aware of the following during the placement period: the needs of individual children for rest and/or sleep should be recognised and acted upon; provision for rest and sleep should satisfy health and safety requirements. All equipment and bedding should be maintained to acceptable standards of hygiene and safety. Children may need to be helped to be comfortable and have any 'comfort' objects with them if they wish. The candidate's manner should be reassuring and allow for the completion of individual rituals. When children have finished resting or sleeping, they should be treated in a calm and unhurried way. Opportunities for exercise should be consistent with the age and stage of development of the children. Space should be used to best advantage. Awareness needs to be demonstrated of children's need for self-confidence, and for challenges within their competence and at the limit of their expertise. Outdoor play should be utilised to the full and be consistent with weather conditions and health and safety requirements. Safety in relation to supervision and equipment should conform to accepted practice.

2. This outcomes focuses on the contribution the candidate makes to promoting positive behaviour in young children.

When interacting with young children, the candidate should have realistic expectations of behaviour consistent with children's age and stage of development. Goals and boundaries for behaviour should be within children's abilities and reflect the policies of the setting. Children should be encouraged to be co-operative while respecting individual needs for solitary activity.

The candidate's involvement in resolving conflicts should be in a manner which reflects the degree of disagreement. Where appropriate, children should be encouraged to find the solution to disagreements themselves. When the candidate intervenes, this should be with a calm manner which takes account of all the circumstances and is fair to all those concerned. Children should be listened to carefully and with patience. Responses by the candidate are appropriate to developing self-esteem in the child. Children should be encouraged to make decisions and accept responsibility within their capabilities. When children require help this should be provided in ways which will not undermine their confidence. Praise and encouragement should be given in ways which reflect the needs of the individual child.

Children should be helped to express their feelings through play, and through discussion, in ways appropriate to their age and stage of development. Inappropriate behaviour should be dealt with calmly and in a manner which is reassuring to all the children involved. Examples of positive behaviour should be discussed with children in ways that they can understand. Positive aspects of children's behaviour should be communicated to parents and others in ways that will enhance the child's self-esteem.

At all times the candidate should use approaches which confirm that the child is OK and acceptable: inappropriate behaviour should be the focus. Both conditional and unconditional positive regard should be shown, toward the child, appropriate to the circumstances.

The following are examples of positive behaviour: sharing and taking turns; helping another child or adult; finishing a task which has required a lot of effort and/or concentration; carrying out a request; suggesting ideas; contributing to discussion; dealing with conflict appropriately; controlling an aggressive impulse. The candidate should be aware of what is acceptable behaviour and comment appropriately to the child.

Sanctions should be applied consistently. Observation skills should be used to ensure that children have variety and opportunity for self-expression in experiences provided by the candidate.

Inappropriate behaviour is dealt with calmly, and any interventions should be appropriate as to timing and method used. The candidate's response to inappropriate behaviour should be consistent with the nature of the behaviour and the needs of the individual child. Where physical restraint is necessary, this must be carried out in a manner consistent with the safety of everyone involved.

The candidate should be aware of the importance of reporting accurately and promptly to appropriate persons any instances of behaviour which are causing her/him concern.

3. This outcome requires the candidate to contribute to the maintenance of a safe environment for young children.

The candidate is aware of policy concerning hygiene, health and safety, and maintains accepted standards. This includes the safe and correct use of equipment and materials, safety checks on equipment prior to their use by children, and the securing of all doors and gates. Dangerous substances must be kept securely out of reach of children, and any waste disposal should be by hygienic and safe methods. The candidate should be able to deal calmly and efficiently with any hazards which arise during children's involvement with materials or equipment or know what action to take to alert others of if they are unable to deal with the hazard.

If animals are kept, standards of safety and hygiene should be maintained in accordance with the policy of the setting.

The candidate should be able to maintain the level of supervision of children agreed with the setting, and carry this out in a calm manner. Care should be taken to ensure that children are not overprotected: appropriate action is taken to ensure children's safety and confidence if potentially dangerous situations arise.

Discussion of safety rules with children should be consistent with their age and stage of development.

Candidates should be aware of the importance of following agreed policies when children are collected from the setting. This could include verifying the identity of the collector.

Candidates should be aware of the importance of ensuring that First aid boxes are replenished as necessary and report requirements to the appropriate person. A quick assessment is made of emergencies or injuries, and action taken should be speedy and calm. Necessary hygiene should be maintained. Children should be reassured and comforted while safety is observed for all the children. Accident reports should be promptly written in line with the procedures of the setting. Parents should be informed calmly, and given accurate, relevant information, where the policy of the setting allows for the candidate to impart such information.

The candidates' must be aware of the location of emergency equipment eg. fire extinguishers and of procedural information relating to emergencies.

The candidate participation in rehearsals of emergency procedures eg. fire drill, should be consistent with the policies of the setting, and be carried out in a calm manner.

Candidate's observation of children during routines such as washing should take account of injuries and bruises, which should then be reported to the appropriate person. Changes in children's behaviour should also be reported to the appropriate person. Notes should be made of explanations of injuries and behavioural changes given by children and/or parents and other caregivers. The candidate should be encouraged to discuss any cause for concern he/she has with the appropriate person, according to his/her role and responsibility within the setting.

The candidates should understand the importance of the following:

Ensuring suggestions for outings with children are suitable for the age and stage of development of the children. Appropriate account should be taken of the adult-child ratio to ensure safety and to comply with the policy of the setting. Candidates should also be aware of the importance of obtaining parents' permission and recording arrangements for contacting parents. The names of children on the outing also need to be listed and attendance recorded. An on-going check is kept on the number of children, where necessary. Children should be suitably dressed for the nature of the outing and for the weather. Equipment such as reins, prams and buggies should be used where appropriate. Supplies are taken consistent with the needs of the children and the nature and length of the outing. The outing should be planned to allow for sufficient and safe journey time, including the use of private or public transport. Safety precautions must be observed when private transport is used eg. safety locks, safety seats, insurance. Parental participation on outings should be encouraged. Information should be given to all adults involved in relation to times, organisation and emergency procedures, prior to the outing.

The candidate should be able to recognise promptly possible signs and symptoms of illness in children and report these to the appropriate person. In the setting a comforting, reassuring manner should be shown to the ill child. The child's condition should be monitored closely, and medical advice is sought as appropriate. Parents should be informed as

quickly as the nature of the illness and the level of distress of the child warrants. Information given to parents should be in a clear, calm manner.

Prescribed medication should be administered as appropriate and the nature, amount and time given recorded accurately. Any change to routines and activities to accommodate the ill child should be carried out with the minimum of disruption to other children, and should avoid the possibility of cross-infection.

Where contact takes place with a person suffering from a communicable disease, relevant information should only be given within the boundaries of confidentiality, and appropriate to the candidate's responsibilities and the policy of the setting. The candidate should also understand the importance of giving relevant information where he/she is at risk of spreading infection.

All health records kept by the candidate should be up-to-date, accurate and legible and consistent with the policy of the setting.

APPROACHES TO GENERATING EVIDENCE The ideal evidence of competence is direct observation of the candidate over a period of time. The areas required by the range statement should be observed at least twice, to ensure consistent competence. Where aspects of the range cannot be easily observed, oral questioning may be used. This should be supported by written or taped records of the candidate's responses.

Candidates should produce written evidence of planning and evaluation of personal effectiveness in relation to their involvement and interaction with children and adults. This evidence may be in the form of a log book, which includes case studies, observations of individual children, developmental assessments of children, observations of situations planned and carried out by the candidate.

All performance evidence should be authenticated by the workplace supervisor or other appropriate person. Written or oral evidence may be supported by audio visual material such as photographs, or video tapes.

Checklists of the required range of performance allow for clear and simple administration of the process of evidence gathering. Competence should be awarded when it has been seen to be demonstrated.

The above assessment process should demonstrate that the candidate has an appropriate level of knowledge and understanding in relation to the performance criteria. Where candidates are undertaking a course of study to gain, or supplement their underpinning knowledge, the evidence acquired from this may be used to indicate or supplement their knowledge and understanding. Evidence acquired within the workplace may be used to support the evidence requirements of the course of study. Taking an overview of the available evidence allows candidates to relate it to knowledge and understanding derived from theories, research and values which they may hold. They should demonstrate that they can do this in a manner which links 'thinking' to 'doing' thus enabling them to give acceptable explanations for their actions in the workplace. Integration of evidence allows candidates to explore the links

between theory and practice in realistic and meaningful ways, and removes the need for them to produce the same evidence in two different ways.

ASSESSMENT PROCEDURES Assessment checklists, signed and dated by a workplace supervisor, who has observed the candidate's practice, could provide clear evidence of competence.

Assessment checklists incorporating each performance criteria plus required area from the range statement, with a double column to record observed competence on two separate occasions.

Evidence for 7260204 Child Development: An Introduction, 7260234 Promoting Positive Behaviour in Children, and 7260214 Promotion of Child Health contain references in their evidence requirements of research, case studies and observations of children. Candidates can bring all of these together through their observations and records of workplace experience.

Evidence of the knowledge required might be added to the checklist of performance evidence, in order to maintain coherence across practice and theory.

In the workplace, candidates should have a named supervisor who is responsible for their training and supervision. Through regular supervision meetings, both supervisor and candidate monitor the candidate's progress, in relation to observed practice and to evidence of knowledge and understanding. Where this module is part of a training programme, regular tutorial meetings of small groups of candidates would allow for discussion of aspects of workplace practice to be explored through tutor input and discussion, reinforcing the links between theory and practice.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

REFERENCES

1. Guide to unit writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
5. For details of other SQA publications, please consult SQA's publications list.

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