



CARE ISSUES FOR SOCIETY: CHILDCARE
INTERMEDIATE 2

First Edition — published June 2007



National Course Specification

Care Issues for Society: Childcare (Intermediate 2)

COURSE CODE C06F 11

COURSE STRUCTURE

This Course has three mandatory Units which are:

F01C 11	<i>Families in Modern Society (Intermediate 2)</i>	1 credit (40 hours)
DF6J 11	<i>Child Protection: An Introduction (Intermediate 2)</i>	1 credit (40 hours)
DM86 11	<i>Parenting (Intermediate 2)</i>	1 credit (40 hours)

The Course includes 40 hours over and above the 120 hours for the Units. This may be used for induction, consolidation of learning and support and should be used for completion of the tasks required by the project. This includes those elements of the project which are carried out under supervised and invigilated conditions.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Care (Intermediate 1) Course or its Units
- ◆ Early Education and Childcare (Intermediate 1) Course or its Units
- ◆ Standard Grade in a social subject at General level
- ◆ Standard Grade Social and Vocational Skills at General level

Administrative Information

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National Course Specification: (cont)

COURSE Care Issues for Society: Childcare (Intermediate 2)

PROGRESSION

This Course or its Units may form part of one or more National Certificate Group Awards and may provide progression to:

- ◆ Scottish Vocational Qualifications(SVQs) in Health and Social Care
- ◆ National Certificate in Health and Social Care (Higher)
- ◆ Care (Higher) Course or its Units
- ◆ Early Education and Childcare (Higher) Course or its Units
- ◆ further education
- ◆ training or employment

CREDIT VALUE

The Intermediate 2 Course in Care is allocated 24 SCQF credit points at SCQF level 5*.

**SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

It should be noted that this project, in common with other project-based Courses, follows the planning/developing/evaluating cycle. As a result of this the successful completion of the project will lead to automatic certification of the Problem Solving Core Skill at Intermediate 1.

National Course Specification: Course details (cont)

COURSE Care Issues for Society: Childcare (Intermediate 2)

RATIONALE

The importance of having trained and qualified workers at all levels in the childcare sector means that opportunities for employment in a wide spectrum of childcare situations is greater than ever. As a result there is a need to encourage young people to qualify as childcare professionals. Family life is something most people experience and in modern Scotland, the range of family types evident in the twenty-first century is significantly different from family structures in the past. Society is constantly undergoing change which means that roles and responsibilities in families change, especially the role of parent.

More children than ever before experience some form of childcare outside the family home before starting school, so those who hope to have a career in caring for children need an understanding of the variety of family types and family experiences which are part of the daily life of the children they care for.

Recent years have seen updating and strengthening of legislation relating to child protection. Not only those intending to work in childcare, but other care and education workers and families themselves, need an awareness of how to identify possible abuse and neglect, and to be aware of the rights of the child and the responsibilities of those who care for them and protect them from harm.

The *Care Issues for Society: Childcare (Intermediate 2)* Course offers candidates the opportunity to show application of the Units of the Course to the specific issues of childcare. It also enables candidates to explore information on family life, how it has changed and continues to do so, and how that impacts on family members. It allows the candidate to consider issues for parenting and to gain knowledge about child protection issues and legislation designed to protect children.

The Course will form part of the menu of provision relevant not only to early education and childcare candidates, but to other areas of care such as social care and health care, where for example a candidate may be hoping to work in family support or in paediatric nursing.

This Course can therefore have a number of significant advantages for the candidate. For example it:

- ◆ helps candidates begin to understand the issues applicable to childcare settings
- ◆ develops candidates' understanding of the needs and requirements related to child protection
- ◆ enables candidates to develop their understanding of safe and effective childcare provision
- ◆ enables candidates to consider the needs and rights of the child and how they fit in to modern family life
- ◆ enables candidates to consider dangers to the child, intervention issues and how the child's rights are protected by current legislation.

National Course Specification: Course details (cont)

COURSE Care Issues for Society: Childcare (Intermediate 2)

The aims of this Course are to:

- ◆ raise candidates' understanding of the different family types and the links between them
- ◆ enable candidates to understand the changes in social factors that influence family roles and relationships
- ◆ raise candidates' awareness of the family as a social unit, the impact of social problems and the formation of dysfunctional families
- ◆ look at the issues of parenting and their links to the family structure
- ◆ raise candidates' understanding of the responsibilities of parenting 0–12 year olds
- ◆ enable candidates to examine the support available to parents from the wider family and community
- ◆ promote candidates' knowledge and understanding of the current legislation protecting the child from abuse
- ◆ develop candidates' awareness of the situations where child protection and intervention are required
- ◆ develop skills in planning, reporting, researching and evaluating performance.
- ◆ develop skills and practical experience
- ◆ improve negotiation skills
- ◆ improve time management skills.

COURSE CONTENT

The Course consists of three mandatory Units *Families in Modern Society (Intermediate 2)* *Parenting (Intermediate 2)* and *Child Protection: An Introduction (Intermediate 2)*.

The Units of this Course are designed to develop knowledge, understanding and skills in relation to childcare issues concerning the family, parenting and child protection. This will enable candidates to demonstrate their own knowledge and provide evidence of these skills in the project.

A summary of the content of each Unit is given below.

F01C 11 *Families in Modern Society (Intermediate 2)*

This Unit is designed to introduce candidates to the diversity of family types in modern society and to the social factors which influence modern family life. Candidates will be introduced to the range of terms used by sociologists to describe particular family types and to the understanding that there is a diversity of opinion regarding these terms. Candidates will also explore sociologists' views on the function of the family in modern society and social problems relating to dysfunctional families.

In the Unit the candidates will study:

- ◆ a range of family types
- ◆ a range of social factors which affect families
- ◆ changing social attitudes to cohabitation and divorce, lone parenting and same sex families
- ◆ changing male and female roles especially in relation to parenting roles
- ◆ the functions of the family and extended family
- ◆ how families may become dysfunctional
- ◆ the impact of social problems on the family

National Course Specification: Course details (cont)

COURSE Care Issues for Society: Childcare (Intermediate 2)

DF6J 11 *Child Protection: An Introduction (Intermediate 2)*

This Unit looks at the meaning of child protection and the various categories of abuse and neglect which require child protection intervention. It explores the physical signs and behavioural indicators which may indicate that a child requires protection and also looks at why certain apparent signs of abuse or neglect may be attributed to causes which do not require child protection intervention. The Unit looks at the legal framework, policies, procedures and agencies which are involved in child protection.

In the Unit the candidates will study:

- ◆ issues relating to child protection and intervention
- ◆ situations where child protection intervention is required
- ◆ the rights of the child and how they are maintained using current legislation and other available sources

DM86 11 *Parenting (Intermediate 2)*

This Unit is designed to allow candidates to develop an understanding of the role of the parent. They will be in a simulated context, demonstrate some of the responsibilities of parenthood and find out the influences on parenting. Working as part of a group they will investigate the support available to parents from the family and the community. Candidates are not required to have a work placement but would benefit from visiting community resources that offer support to parents.

In the Unit the candidates will study:

- ◆ the role of a parent of children 0–12 years
- ◆ the influences on parenting of children 0–12 years
- ◆ the support available to parents from family and the community

National Course Specification: Course details (cont)

COURSE Care Issues for Society: Childcare (Intermediate 2)

ASSESSMENT

To achieve the Course award the candidate must achieve the Units as well as pass the Course assessment. The candidate's grade is based on the Course assessment.

Assessment objectives

At Intermediate 2, the key elements of knowledge and understanding, analysis, application and evaluation are assessed in the following ways.

Knowledge and understanding

Candidates should be able to demonstrate reasonably detailed knowledge and understanding of fundamental aspects of modern families, the issues relating to child protection and parenting. This will help candidates to understand the importance of the family and extended family in supporting and protecting children. Candidates will acquire knowledge and understanding of relevant concepts, theories and methods employed in these areas by care professionals in their role as child carers. The Course assessment allows candidates to see the relevance of the knowledge and skills they have acquired from studying the Units. Candidates will use their acquired knowledge and skills to understand the issues from the point of view of two professionals and to research issues, including support for the family, in the case study. This project requires the integration of knowledge and understanding from the Units to provide the required solution.

Analysis

Candidates should be able to present information clearly and focus it on the issues being studied in the Units and in their project. Candidates should be able to analyse the research of this issue to form clear and structured conclusions on meeting the needs and safety of the family in the case study. Candidates should be able to analyse the research and use the information to achieve the Outcomes of the Units and the aims of the project. Much of the analysis at this level will be descriptive in nature.

Application

Candidates should be able to demonstrate the application of the information and procedures covered in the Units and apply them to the case study. This will include the application of theory and practice involved in the role of the parent, child care within extended families and in child protection issues. It will include the application of the learned theory to provide suggested solutions to the presented issues in their project.

Evaluation

Candidates should demonstrate an ability to make reasonable evaluations of the researched information and presented data in the Units and the project. Candidates will need developed evaluation skills for the project. These skills will be used when reviewing their planning, research and their own learning.

National Course Specification: course details (cont)

COURSE Care Issues for Society: Childcare (Intermediate 2)

Unit assessment

F01C 11 *Families in Modern Society (Intermediate 2)*

To demonstrate satisfactory achievement of all Outcomes for the Unit, candidates must produce written and/or recorded oral evidence that covers all Outcomes and Performance Criteria. This evidence should be produced under closed-book, supervised conditions in a time limit of one hour. A suitable Instrument of Assessment would be a closed-book supervised test with structured, short answer or restricted response questions.

DF6J 11 *Child Protection: An Introduction (Intermediate 2)*

To demonstrate satisfactory achievement of all Outcomes for the Unit, candidates must produce written and/or recorded oral evidence that covers all Outcomes and Performance Criteria. This evidence should be produced under closed-book, supervised conditions in a time limit of one hour. A suitable Instrument of Assessment would be a closed-book supervised test with structured, short answer or restricted response questions which may be based on stimulus material.

DM86 11 *Parenting (Intermediate 2)*

To demonstrate satisfactory achievement of all Outcomes and Performance Criteria of the Unit, candidates must produce written and/or recorded oral evidence.

For Outcome 1 Performance Criteria (a) and all of Outcome 2 written and/or oral recorded evidence will be gathered under closed-book supervised conditions within a time limit of 30 minutes. An appropriate Instrument of Assessment would be a test in which questions are based on a case study.

For Outcome 1 Performance Criteria (b) and (c) and all of Outcome 3 written and/or oral recorded evidence will be produced by candidates on their own throughout their study of the Unit. A teacher/lecturer checklist will support the candidates evidence of their participation in planning, investigating and in presenting their findings of the Investigation. This evidence will be presented in a folio.

The standard to be applied is exemplified in the National Assessment Bank item for each Unit. If a centre wishes to design its own assessments, they should be of a comparable standard.

Course assessment

This takes the form of an individual project based on a given case study. To carry out the project, the candidate is required to investigate two types of family which relate to the case study and to consider how the family type has impacted on family relationships. Study of the family relationships requires noting signs of possible abuse or neglect in the case study scenario, exploring how this should be investigated and the support mechanisms available.

National Course Specification: course details (cont)

COURSE Care Issues for Society: Childcare (Intermediate 2)

However, the tasks will allow the candidate to:

- ◆ draw conclusions on the main issues and their causes
- ◆ recommend ways of supporting and helping the individuals in the case study family.

Further details of the Course assessment are given in the Course Assessment Specification and in the Specimen Question Paper.

Link between Unit and Course assessment/added value

The project requires synthesis of knowledge and understanding across the Units. It allows the candidate to apply theory to practice.

Added value occurs in the development of the candidate's ability to:

- ◆ carry out research using a variety of methods
- ◆ manage time effectively
- ◆ plan effectively
- ◆ select and organise researched material
- ◆ apply prior learning and project research to a given situation
- ◆ create a bibliography
- ◆ present a coherent piece of work
- ◆ evaluate the learning process
- ◆ develop the Core Skill of Problem Solving

National Course Specification: Course details (cont)

COURSE Care Issues for Society: Childcare (Intermediate 2)

GRADE DESCRIPTIONS AT A AND C

The grade awarded will be based on the detailed criteria set out in the Course Project Specification. Descriptions given below indicate the nature of the achievement which is required for the awards of A and C in the Course assessment and relate specifically to the subject content. They are intended to assist candidates, teachers, lecturers and users of the qualification and to help establish standards when project work is undertaken. The Course Project Specification gives Grade Descriptions at A, B and C in relation to generic requirements for a project.

For an award at Grade ‘A’	For an award at Grade ‘C’
Candidates should be able to plan giving:	Candidates should be able to plan adequately giving:
◆ a convincing rationale for the choice of the two family types to be researched	◆ a basic rationale for the choice of the two family types to be researched
◆ all main issues raised by the case study which require research	◆ some main issues relevant to the case study family which require research
◆ a wide range of sources of information	◆ a basic range of sources of information
◆ realistic timescales	◆ a workable timescale

For an award at Grade ‘A’	For an award at Grade ‘C’
Candidates should be able to compile a research report which:	Candidates should be able to compile a research report which:
◆ offers thorough and accurate descriptions of the two family types researched and the ways they have changed in time	◆ offers basic accurate descriptions of the two family types researched and the ways they have changed in time
◆ offers thorough and accurate explanation of relevant socio-economic changes in the family and parenting and effect on the roles	◆ offers basic explanation for the various socio-economic changes in the family and the effect on family roles
◆ provides a well presented and comprehensive bibliography	◆ provides a basic bibliography

National Course Specification: course details (cont)

COURSE Care Issues for Society: Childcare (Intermediate 2)

For an award at Grade ‘A’	For an award at Grade ‘C’
Candidates should be able to compile a case study report which:	Candidates should be able to compile a case study report which:
◆ offers comprehensive coverage of set tasks with thorough explanations of the views held for both situations, ie nursery assistant and family support worker	◆ offers an accurate explanation of set tasks with explanations of the views held for both situations, ie nursery assistant and family support worker
◆ draws sound and well reasoned conclusions about the main issues and their causes	◆ draws conclusions about the main issues and their causes which are accurate in the main and adequately reasoned
◆ offers relevant and well reasoned recommendations of helping the family and the individuals	◆ offer recommendations of helping the family and the individuals which are accurate in the main but which may have some omissions
◆ provides a well presented and comprehensive bibliography	◆ provides a basic bibliography

For an award at Grade ‘A’	For an award at Grade ‘C’
Candidates should be able to evaluate the project showing	Candidates should be able to evaluate the project showing
◆ thorough review and reflection on planning and time management recognising strengths and weaknesses	◆ some recognition of strengths and weaknesses regarding planning and time management
◆ thorough review and reflection on the research process and use of information from the Course Units recognising areas of possible improvement	◆ adequate comment on the research carried out to support the project and on use of information from Course Units
◆ thorough review and reflection on the candidate’s personal learning process	◆ adequate reflection on the candidate’s personal learning process and knowledge and skills acquired

National Course Specification: course details (cont)

COURSE Care Issues for Society: Childcare (Intermediate 2)

ESTIMATES AND APPEALS

Estimates

In preparing estimates, evidence of performance should be considered across the breadth of coverage of the content of the Course and must take account of performance in the whole Course. The mark given to the candidate's completed project by the internal assessor is considered to be the estimate grade for that candidate.

The most accurate method of producing an estimate is for the centre to internally mark the completed project before submission to SQA, using the marking checklists and guidelines given in the Course Project Specification.

Appeals

Since the object of the project is to show the candidate's ability to integrate and apply knowledge and skills from across the Units, NAB evidence from the component Units is not relevant for appeals purposes. Therefore when an appeal is made it is essentially a request for a remark of the project. SQA accepts appeals on the basis that a candidate has not performed as well as expected on the day of the Course assessment. In the case of a project completed over a period of time, it is generally difficult to present better evidence than that already presented in the project.

Individual NAB items, or their equivalent, do not provide sufficient evidence for estimates and appeals on their own. This is because they:

- ◆ only sample across the content of one Unit
- ◆ do not provide evidence to perform more complex tasks than those demanded for Unit Assessment

QUALITY ASSURANCE

All National Courses are subject to external marking and/or verification. Externals Markers, visiting Examiners and Verifiers are trained by SQA to apply national standards.

The Units of all Courses are subject to internal verification and may also be chosen for external verification. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by a trained Marker in their own time, Markers meetings are held to ensure that a consistent standard is applied. The work of all Markers is subject to scrutiny by the Principal Assessor.

To assist centres, Principal Assessor and Senior Verifier reports are published on SQA's website www.sqa.org.uk.

National Course Specification: Course details (cont)

COURSE Care Issues for Society: Childcare (Intermediate 2)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

The Units of this Course should introduce candidates to the use of case studies. Case studies raise awareness of the way issues arise within family life and how any given issue can relate to a range of background factors. There is scope within the learning and teaching approaches for each of the Units for candidates to undertake limited research using a variety of methods for example, Internet searches, library research and visits to local agencies.

The Unit *Parenting (Intermediate 2)* gives scope for exploration of a range of current issues facing families especially the role, family structures and the support available to the twenty-first century family.

Learning and teaching approaches taken on the Units should help candidates acquire the skills and knowledge to undertake the project and, in particular, there should be opportunities to evaluate work undertaken in Units and to understand the value of reviewing learning.

In summary, the Units can contribute to the overall Course by providing a balance between teacher/lecturer presentation and candidate-centred learning by the use of:

- ◆ small group exercises
- ◆ group work and discussion
- ◆ case studies
- ◆ folios
- ◆ worksheets
- ◆ individual or group research
- ◆ videos
- ◆ lectures/visiting speakers
- ◆ Information and Communication Technology (ICT) such as appropriate and relevant websites
- ◆ visits to a variety of community resource settings
- ◆ candidates' own experience and observations.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for this Course. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).



National Unit Specification: general information

UNIT Families in Modern Society (Intermediate 2)

CODE F01C 11

COURSE Care Issues for Society: Older People
Care Issues for Society: Childcare

SUMMARY

This Unit is a mandatory Unit of the Intermediate 2 Care Issues for Society: Older People and Care Issues for Society: Childcare Courses and can also be taken as a free-standing Unit, it replaces the Unit D10V 11 Family Structures and Roles in Changing Society which finishes in July 2008 and will not be available after then.

This Unit is designed to introduce candidates to the diversity of family types in modern society and to the social factors which influence modern family life. Candidates will be introduced to the range of terms used by sociologists to describe particular family types and to the understanding that there is a diversity of opinion regarding these terms. Candidates will also explore sociologists' views on the function of the family in modern society and social problems relating to dysfunctional families.

This Unit is suitable for candidates in S5 as part of a school/college partnership or adult returners in preparation for the National Certificate Group Award in Care.

Outcomes

- 1 Demonstrate knowledge and understanding of a range of family types in modern society.
- 2 Evaluate social factors which influence families.
- 3 Evaluate the impact of social problems on modern families.

Recommended entry

Entry is at the discretion of the centre. Candidates undertaking this Unit do not need any prior knowledge of sociology. However, good skills in communication will be an advantage.

Administrative Information

Superclass: PN

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National Unit Specification: general information (cont)

UNIT Families in Modern Society (Intermediate 2)

CREDIT VALUE

1 credit at Intermediate 2 level (6 SCQF credit points at SCQF level 5*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skill components in this Unit.

National Unit Specification: statement of standards

UNIT Families in Modern Society (Intermediate 2)

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 the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate knowledge and understanding of a range of family types in modern society.

Performance criteria

- a) Describe different family types.
- b) Explain the links between different family types.

OUTCOME 2

Evaluate social factors which influence families.

Performance criteria

- a) Describe accurately the social factors which influence families.
- b) Evaluate how these social factors have influenced changes in family roles and relationships.

OUTCOME 3

Evaluate the impact of social problems on modern families.

Performance criteria

- a) Describe functions of the family.
- b) Investigate the impact of social problems on modern families.
- c) Explain how these social problems may lead to dysfunctional families.

National Unit Specification: statement of standards (cont)

UNIT Families in Modern Society (Intermediate 2)

Evidence requirements

Details of the mandatory content for this Unit can be found in the Appendix at the end of this Unit Specification.

To demonstrate satisfactory achievement of all Outcomes of the Unit, candidates must produce written and/or recorded oral evidence that cover all Outcomes and Performance Criteria. The assessment will take the form of a closed-book, supervised test with a time limit of one hour. Outcome 3 provides the opportunity for candidates to undertake individual or group investigations. Additional time should be allowed to enable candidates to carry out their research in these circumstances.

The mandatory content for this Unit, which is specified in the Appendix to the Statement of Standards, should be assessed by short answer and restricted response questions. The questions should sample across the mandatory content and must allow candidates to generate answers which demonstrate competence in all Outcomes and Performance Criteria. If a re-assessment is required, it must contain a different sample from the range of content.

Specific requirements

Outcome 1: A description of **three** family types from the following: traditional extended; modern extended; nuclear; lone parent; step/re-constituted/blended family.

Outcome 2 pc (a): A description of **four** social factors from the following: religion; ethnicity; mass media; social class; changing social attitudes to divorce, lone parenting, same sex relationships; changing nature of employment patterns.

Outcome 2 pc (b): An explanation of **four** changes in family roles and relationships from the following: rising co-habitation rates; rising divorce rates; increase in lone parenting; increase in step-families; same sex parenting; role of women in families; role of men in families. Candidates should also provide an evaluation of how social factors have influenced these changes.

Outcome 3 pc (a): A description of **three** functions of the family from the following: primary socialisation; care and support; economic support; reproduction; regulation of sexual behaviour.

Outcome 3 pc (b) and (c): The impact of **three** social problems from the following: addiction, alcoholism, poverty, abuse; domestic violence.

The use of a cut-off score may be appropriate for this Unit.

The standard to be applied and breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

National Unit Specification: support notes (cont)

UNIT Families in Modern Society (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes 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

‘There is no such thing as the family – only families’. (Giddens)

Sociologists have always been interested in looking at families - the differences and similarities to be found within families in a particular society, the influence families have on individuals and on the wider society, etc.

Sociologists have also ‘categorised’ families into certain common types, but this can be limiting if seen too rigidly. Certain families may have common features across a given society, but societies change and family characteristics change also.

Social change influences families: families influence individuals and social attitudes: social attitudes influence social change, and so it goes on.

So when sociologists originally used the term *extended family*, it was to describe the kind of large ‘kinship’ family network where individuals had specific duties and obligations to one another and even specific status. It was thought that this family form became less important when industrialisation began and a new ‘nuclear’ family type emerged which was more mobile and able to respond to the need for geographical mobility in an industrialised society.

From the 1960s onwards, with the development of new towns and outlying housing estates and greater geographical mobility of population, sociologists thought that the extended family was giving way in our society to a newer structure which they named the ‘nuclear’ family. This type of family unit was less likely to have strong ties to the wider family and probably had moved away from the main family to live in the suburbs or another part of the country – often because of better employment opportunities. Their contact with the wider relatives, uncles, aunts, etc, took place only at major events such as weddings and funerals and the nuclear family group was less likely to feel an obligation to look after older relatives, etc. Instead the focus was within the family group of father, mother and children.

This is not to say that there was not a wider network of extended family in the background, but rather to emphasise that ties with this wider group were loosened.

In the mid 20th century Young and Willmott came to the conclusion that the extended family was still relevant, especially in working class (Study of Bethnal Green) or rural areas where relatives saw each other regularly, lived in close proximity to one another and were often a support system for care of children and the elderly or vulnerable.

National Unit Specification: support notes (cont)

UNIT Families in Modern Society (Intermediate 2)

In the later stages of the 20th century, social attitudes to women brought more changes in the family. Women were now more likely to have a career which they continued after marriage, so working mothers were too busy to carry out tasks for other family members which might once have been seen as part of their role. This all loosened the ties of duty and obligation.

In addition, with equal opportunity legislation came changing social attitudes to divorce, separation, single parenthood and co-habiting. With this came a dramatic rise in the lone parent family.

Once again this was not a new phenomenon, but rather one that was undergoing change. Widows and widowers had always headed families: however in earlier times, society frowned upon unmarried mothers or couples co-habiting without being married. As social attitudes changed, women, who form 98% of lone parents, sometimes chose to remain single after marital breakdown, or indeed not to marry at all when they discovered they were pregnant. Some single women now make a deliberate decision to be single and to have a child, perhaps using artificial or donor insemination methods. All of this contributed to the rapid increase in lone parent families throughout the latter part of the twentieth century.

Alongside this has been the rise of the re-constituted family, which once again is not an entirely new phenomenon but one which is changing and growing. This type of family is created when two people who have children from previous relationships form a new family unit, bringing to it their children with previous partners and sometimes adding new children from the new relationship. It is essentially a step-family.

In centuries past, if a man was widowed and left with young children, often because a wife had died in childbirth, he would have looked for another wife to help with the upbringing of his children. Because women were in past centuries so dependent financially on husbands, if the husband died a woman often found it easier to remarry than to try and raise children without a man's financial support. The most common cause for remarriage nowadays, however, is divorce or new relationships, and social attitudes to this have become more relaxed. Step-parenting is more common and it is reckoned that by 2010, step-families will be the largest type of family grouping in Britain.

Same sex parenting is also a growing trend. This has come about because of a change in social attitude to homosexuality. However, there are still legal issues around both parents being recognised as such and in most countries only one of the couple will be recognised as a parent of the child/children. Often this is a natural parent, or in some cases, adoptive parent. In 2005 Civil Partnership agreements between same sex couples became law. This gives the same legal rights to same sex relationships as those of a married couple.

A family could belong to more than one category, for example, a lone parent could have the support of a large extended family network. Candidates should be helped to recognise that the terms used by sociologists to describe common trends in families were never meant to be seen as fixed types. There must be recognition that society is constantly changing and family types too will change with variations occurring all the time.

National Unit Specification: support notes (cont)

UNIT Families in Modern Society (Intermediate 2)

Take the example of a family dispersed all over Scotland, yet who all phone the grandparents at least once a week, who email each other almost daily, who come to visit grandparents at least once a month and offer support in time of illness. Is this a nuclear family because they do not live nearby, or a modern extended family, observing duties and ties to the wider family but just conducting contact in a modern way?

Litwak calls this the ‘modified extended family’ and Young and Willmott have referred to it as the ‘dispersed extended family’.

Candidates should be encouraged to see that sociologists take different views on the family and its importance to society. There is no need within this Unit to understand the differences between structuralist, conflict, interactionist, feminist or post-modernist views on the family. Rather, candidates should be encouraged to understand *change* instead of having fixed definitions of family types.

The way family life is organised affects roles and relationships within the family. Candidates should consider how roles change with family style, for example, the way in which roles in the traditional extended family differ from those in the modern/modified/dispersed extended family; the change in roles which occurs when a nuclear family becomes a one parent family; roles when parents are of the same sex, etc.

They should consider how changing social attitudes have contributed to changing roles, for example the impact of increasing equality for women in the latter part of the twentieth century and the reduction of traditional male employment.

In Outcome 3, candidates should consider the commonly agreed functions of the family and the impact of social problems which may lead to family breakdown. There must be no implication that social problems exist predominantly in any one type of family. Also, the difference between breakdown in relationships leading to divorce or separation should not be interpreted as dysfunctional. Candidates should become aware that dysfunctional families can exist in all parts of society and should investigate the most common problems relating to dysfunctional families and the impact on family members

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates may use their own families to explore the range of types and the way any family undergoes change and transition between the types. Case studies, including the use of fictional families such as those in television soap operas, literature, etc could be used.

Group research could be used to explore the main social factors which have influenced and continue to influence the family with each group taking a separate factor. Outcome 3 provides opportunities for candidates to carry out individual or group investigations.

Issues around the dysfunctional family require careful handling as some candidates may have personal experience of these. Again case studies are useful.

National Unit Specification: support notes

UNIT Families in Modern Society (Intermediate 2)

Candidates undertaking a childcare related course could combine this Outcome with research into child protection or those doing Social/Health Care Courses could link research to topics such as drug use, alcoholism, elder abuse in the family, etc.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Details of the appropriate conditions for assessment of competence in this Unit are given in the *Evidence Requirements* in the Statement of Standards. Centres must make sure that all Unit assessment is carried out under the stated conditions.

Candidates will develop their knowledge and skills throughout their study of all mandatory content. This would suggest that appropriate instruments of assessment may best be attempted as an ‘end of Unit’ test.

Unit assessment is holistic in nature. Information on the assessment requirements is given in the Evidence Requirements in the Statement of Standards.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: Appendix to the Statement of Standards

UNIT Families in Modern Society (Intermediate 2)

NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit

Sociologists have always been interested in looking at families - the differences and similarities to be found within families in a particular society, the influence families have on individuals and on the wider society, etc.

Sociologists have also 'categorised' families into certain common types, but this can be limiting if seen too rigidly. Certain families may have common features across a given society, but societies change and family characteristics change also.

Outcome 1

The following family types must be covered:

- ◆ traditional extended
- ◆ modern extended
- ◆ nuclear
- ◆ lone parent
- ◆ step/re-constituted/blended family.

Outcome 2

Family types have been affected by changing social attitudes and by a range of social factors. These include:

- ◆ religion
- ◆ ethnicity
- ◆ mass media
- ◆ social class
- ◆ changing social attitudes to divorce, lone parenting, same sex relationships
- ◆ changing nature of employment patterns.

Changes in society inevitably lead to changes within the family. For example, in the past gender roles appeared clean cut and precise but changing attitudes to gender within the wider society has led to major changes in traditional family roles and relationships across all social groups. Candidates should be able to give a simple explanation of how such changes have influenced the following:

- ◆ rising co-habitation rates
- ◆ rising divorce rates
- ◆ increase in lone parenting
- ◆ increase in step-families
- ◆ same sex parenting
- ◆ the role of women in families
- ◆ the role of men in families.

National Unit Specification: Appendix to the Statement of Standards

UNIT Families in Modern Society (Intermediate 2)

Outcome 3

In one sense there is nothing new within society. While there would appear to be more liberalisation, throughout history there are examples of “good, loving” families, and “bad, troublesome” families. The term *dysfunctional family* may be new but what it conveys in relation to family life has existed probably since family life began. Recognised functions of the family unit tend to have broken down in families described as dysfunctional. Candidates should be able to describe the following generally recognised functions of the family:

- primary socialisation
- care and support
- economic support
- reproduction
- regulation of sexual behaviour

Candidates will also be expected to explain clearly the term *dysfunctional family* and to explain the links between dysfunctional families and the following social problems:

- addiction
- alcoholism
- poverty
- abuse
- domestic violence.

Staff may, of course, cover more than is outlined above but care should be taken not to go too deeply into sociological theories and studies. Candidates should however be familiar with this content as this will be sampled in Unit assessments.



National Unit Specification: general information

UNIT Child Protection: An Introduction (Intermediate 2)

NUMBER DF6J 11

COURSE Care Issues for Society (Childcare)

SUMMARY

This unit looks at the meaning of child protection and the various categories of abuse and neglect which require child protection intervention. It explores the physical signs and behavioural indicators which may indicate that a child requires protection and also looks at why certain apparent signs of abuse or neglect may be attributed to causes which do not require child protection intervention. The unit looks at the legal framework, policies, procedures and agencies which are involved in child protection.

It should be stressed that this unit in no way prepares students for the assessment of child abuse. Rather it is designed to give the student an awareness of child abuse and how apparent signs of abuse or neglect may be misread. It also is designed to make students aware of the importance of following agency policies and procedures for child protection.

The unit is introductory and therefore suitable for students on a range of care related courses.

OUTCOMES

1. Explain issues relating to child protection and intervention.
2. Describe situations where child protection intervention is required.
3. Describe how the rights of the child are maintained by current legislation and available sources.

RECOMMENDED ENTRY

Completion of *Child Development: An Introduction*, or *Child Development: Birth to Young Adulthood* and/or some experience of working with children would be beneficial.

Administrative Information

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National Unit Specification: general information (cont)

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, publication code BA0906).

National Unit Specification: statement of standards

UNIT **Child Protection: An Introduction (Intermediate 2)**

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 the Scottish Qualifications Authority.

OUTCOME 1

Explain issues relating to child protection and intervention.

Performance criteria

- a) A clear and accurate explanation of child protection is given.
- b) Categories of abuse and neglect which require child protection are identified.

OUTCOME 2

Describe situations where child protection intervention is required.

Performance criteria

- a) Physical signs and behavioural indicators for each of the main categories of abuse and neglect which require child protection intervention are accurately described.
- b) Alternative explanations for apparent physical signs and behavioural indicators of abuse and neglect which would not require intervention are accurately identified.
- c) Effects of long-term abuse and neglect are identified.

OUTCOME 3

Describe how the rights of the child are maintained by current legislation and available sources.

Performance criteria

- a) Key current legislation underpinning child protection intervention is described.
- b) Major agencies involved in enacting child protection intervention are identified and their roles, policies and procedures described.
- c) Current key steps in child protection intervention is described.

National Unit Specification: statement of standards (cont)

UNIT **Child Protection: An Introduction (Intermediate 2)**

EVIDENCE REQUIREMENTS FOR THE UNIT

Evidence requirements apply to the Unit as a whole, and therefore apply holistically to all Performance Criteria of the Unit.

To demonstrate satisfactory attainment of the Unit, candidates must produce written or recorded oral responses to items that cover both Performance Criteria of Outcome 1. These will typically be produced in response to specific questions in a question paper comprising a mixture of short-answer or structured questions, and may be based on stimulus material. This should take the form of a closed-book, supervised test.

To demonstrate satisfactory attainment of Outcomes 2 and 3 of the Unit, candidates must produce written or recorded oral responses to items that cover all Performance Criteria. These will typically be produced in response to specific questions in a question paper comprising a mixture of short-answer and restricted response items; questions may be structured, and may be based on stimulus material.

Total duration of assessment for the unit should not exceed one hour.

The instrument of assessment should provide opportunities for all Performance Criteria to be fulfilled, by means of sampling across the range of content of the Unit. Sampling of content for assessment should vary, and thus be relatively unpredictable; candidates must therefore learn all of the content for the Unit, in order to be able to answer questions on any part.

Where a candidate achieves 60% or over for the internal assessment, she/he is deemed to have fulfilled the Unit requirements; it is inferred that s/he is capable of achieving all PCs for the Unit. Where a candidate has taken an internal Unit assessment but has not met the Unit evidence requirements, the candidate should be offered one further opportunity for remediation/re-assessment. Since content of items will vary from one instrument to the next, it is likely that such candidates will be required to resit the entire assessment, rather than only the specific questions where performance was weak.

National Unit Specification: support notes

UNIT Child Protection: An Introduction (Intermediate 2)

This part of the unit specification is offered as guidance. The support notes 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

Details of Content and Context for this Unit are provided in Appendix 1.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Throughout the unit, it is important to stress that issues of child abuse and neglect can arise in all types of family and are not restricted to any particular type of family such as those living in deprivation or where there are substance use issues. It is also important to note that the unit does not require the student to understand the motives of the abuser, or how and why the particular types of abuse may have been used. Indeed the tutor may have to control discussion firmly if it strays, for example, towards ways in which sexual abuse may take place.

There is the opportunity to use a wide variety of approaches to this unit. There will be a need for sound tutor support throughout, however, because a unit such as this can arouse strong emotions in students and may also cause distress to students who have been victims of abuse and neglect themselves.

Students will require clear tutors input on the broad explanation of child protection, the categories of abuse and neglect and relevant legislation. Tutors could explore the area of physical signs and behavioural indicators and why these need not always indicate abuse or neglect, by use of short case studies.

It should be stressed that, at this level, students on placement or Care Assistants would report any suspicions they might have to their supervisor and would not be expected to take further action themselves.

Issues such as the need for inter-agency communication could be explored through relevant landmark cases such as Maria Colwell (1974), Victoria Climbié (2003) Orkney, Caleb Ness (2003), Kennedy MacFarlane (2002).

Student research could be used to explore the role of various agencies.

It is recommended that approximately 9 hours should be allocated to the delivery of Outcome 1, 18 to Outcome 2 and 12 to Outcome 3.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Assessment of this unit will normally be by the use of instruments of assessment drawn from the National Assessment Bank. Where a centre decides not to use the NAB, SQA procedures for the use of alternative assessment instruments must be followed.

The instrument of assessment will be a test covering all Outcomes. The test will be closed book and carried out under supervised conditions. There will be two types of question namely restricted response and structured. The structured questions will be based on short case studies illustrating particular physical signs and behavioural indicators of abuse or apparent abuse.

National Unit Specification: support notes (cont)

UNIT **Child Protection: An Introduction (Intermediate 2)**

The instrument of assessment should provide opportunities for all Performance Criteria to be fulfilled by means of sampling across the range of content of the Unit.

The required standard for success in the unit will be achievement of 66% of the marks allocated to the NAB assessment used.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, September 2003).

National Unit Specification: statement of standards

UNIT Child Protection: An Introduction (Intermediate 2)

APPENDIX 1: Content and context

NB This Appendix is within the Statement of Standards, ie the mandatory requirements of the Unit.

Definitions of child protection can be found in various texts e.g. 'Child Protection' 2nd edition by Jennie Lindon (2003), 'Protecting Children – a shared responsibility' (2003).

The range of circumstances which require child protection intervention should include all the categories currently in use under Scottish legislation. At present Scotland recognises five categories which are:

- Physical abuse
- Neglect
- Emotional abuse
- Sexual abuse
- Non-organic failure to thrive (N.B. This category only applies in Scottish legislation)

Tutors should emphasise to candidates that, at this level, students on placement or Care Assistants would report any suspicions they might have to their supervisor and would not be expected to take further action themselves.

Physical signs and behavioural indicators

It is important to note that the physical signs and behavioural indicators given here for the various categories of abuse and neglect do not represent an exhaustive list nor are the suggested alternative explanations exhaustive.

Physical signs and behavioural indicators of physical abuse

The major signs should be covered but it is also important that students realise there could be alternative reasons for apparent signs of physical abuse which would not require child protection intervention. The major signs of physical abuse could include:

- Injuries which are unusual in terms of location, pattern, type of injury e.g. bruises, burns, bite marks.
- Persistent illness with no clear medical explanation (Fictitious Illnesses Syndrome by proxy)
- Changed behaviour - self harm; reluctance to go home; becoming withdrawn; aggression

Cultural practices e.g. female genital mutilation could also be discussed as this could be an issue in some communities where there are families who might have practiced this in their country of origin.

National Unit Specification: statement of standards (cont)

UNIT Child Protection: An Introduction (Intermediate 2)

Circumstances not requiring child protection intervention

- Normal developmental behaviour e.g. bumps and bruises from learning to walk, physical play, etc.
- Disorders e.g. brittle bone disease.
- Changed behaviour due to normal life occurrences e.g. new baby in family, separation or loss of parent or close relative.

Physical signs and behavioural indicators of neglect

- Underweight, overeating when food is available
- Inappropriate clothing for weather e.g. not providing adequate warm clothing in winter
- Dirty appearance, soiled clothing
- Irregular habits of parent/carer e.g. turning up late, showing signs of drug or alcohol abuse
- Untreated wounds or medical conditions
- Children left unsupervised.

Circumstances not requiring intervention

- poor eaters
- chronic illness or medical condition causing failure to thrive in physical development.

The difference between deliberate neglect and unintentional neglect should be explored. Unintentional neglect could be a result of poor parenting because of lack of understanding of children's needs or because parents are of limited ability. Appropriate action such as family support should be discussed as an alternative to removing children from the family home.

Physical signs and behavioural indicators of emotional abuse

It is recognised that emotional abuse is often difficult to identify and it is sometimes only as an adult that individuals can articulate the emotional abuse they suffered as children.

- Delay in emotional development
- Poor self-perception e.g. seeing self as 'ugly' or 'stupid'
- Unduly distressed by criticism
- Self hatred.
- Self harm
- Difficulty in relating to others
- Clinginess.

Circumstances not requiring child protection intervention.

- Short term emotional problems e.g. new baby, loss or separation from parent or other close relative
- Minor argument with friends
- Bullying at school (which requires investigation, but not child protection intervention).

Physical signs and behavioural indicators of sexual abuse

- Abnormal interest in /knowledge of sexual matters
- Inappropriate sexual behaviour towards other children or adults
- Abnormal sexual behaviour in play
- Excessive masturbation
- Physical signs e.g. soreness, itching, bruising, abrasion or discharge in genital area.

National Unit Specification: statement of standards (cont)

UNIT Child Protection: An Introduction (Intermediate 2)

Circumstances not requiring child protection intervention

- Normal developmental interest in bodily functions, body parts.
- Normal experimentation with masturbation.

Physical signs and behavioural indicators of non-organic failure to thrive

This term relates to children whose growth and development is significantly behind the normal milestones and where the reasons for their failure to thrive cannot be attributed to physical or genetic causes. The signs of non –organic failure to thrive go beyond the signs of neglect.

The child's failure to thrive might arise from

- Inadequate ante natal care
- Foetal abuse e.g maternal use of alcohol or drugs
- Lack of emotional support or normal attachment

Legislation, agencies, policies and procedures

- The key principles of Children (Scotland) Act 1995, in particular the 'paramouncy principle' based on UN Convention on Rights of the Child
- Childrens' Panel system of hearings and role of Reporter to the Panel
- Relationship between legislation and local authority guidelines on child protection
- Role of Police
- Social Services
- Medical services
- Relevant voluntary agencies such as Children 1st, Childline, Kidscape, Aberlour Child Care Trust, Parentline, Scotland, Women's Aid

The importance of multi-agency approach and inter-agency communication during investigation of a child protection case should be stated.

Key steps following the raising of initial concerns should be outlined and role of relevant agencies explained.

Possible outcomes of a child protection investigation should be explained e.g., no intervention required, family support, Child Protection Register, Child Protection Order Exclusion Order.



National Unit Specification: general information

UNIT	Parenting (Intermediate 2)
CODE	DM86 11
COURSE	Early Education and Childcare (Intermediate 2)

SUMMARY

This Unit enables candidates to develop an understanding of the role of a parent. They will, in a simulated context, demonstrate some of the responsibilities of parenthood and find out about the influences on parenting. Working as part of a group, they will investigate the support available to parents from the family and the community. Candidates are not required to have a work placement but would benefit from visiting community resources that offer support to parents.

This Unit is an optional Unit in the Course *Early Education and Childcare (Intermediate 2)* but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who may be considering employment in the early education and childcare sector and who may wish to progress to further levels of study in early education and childcare.

OUTCOMES

- 1 Demonstrate knowledge and understanding of the role of a parent of children aged 0–12 years.
- 2 Demonstrate knowledge and understanding of the influences on parenting of children aged 0–12 years.
- 3 In a group, investigate the support available to parents from family and the community.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. Candidates would benefit from having knowledge and understanding of the basic principles of child development. They would also benefit from having attained one of the following or equivalent:

- ◆ the Unit *Parenting (Intermediate 1)*
- ◆ a Course or Unit in Care at Intermediate 1

Administrative Information

Superclass:	HF
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National Unit Specification: general information (cont)

UNIT Parenting (Intermediate2)

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Parenting (Intermediate 2)

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 the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate knowledge and understanding of the role of a parent of children aged 0–12 years.

Performance Criteria

- (a) Describe the responsibilities of being a parent of children aged 0–12 years.
- (b) In a simulated context, demonstrate the responsibilities of being a parent.
- (c) Maintain a record of practical experiences related to being a parent.

OUTCOME 2

Demonstrate knowledge and understanding of the influences on parenting of children aged 0–12 years.

Performance Criteria

- (a) Describe how different family structures can influence parenting.
- (b) Describe how cultural factors can influence parenting.
- (c) Describe how personal experiences and circumstances can influence parenting.

OUTCOME 3

In a group, investigate the support available to parents from family and the community.

Performance Criteria

- (a) Contribute to a group plan for an investigation into the support available to parents.
- (b) In an agreed role, investigate ways in which parents can be supported by the family and the community.
- (c) Using the information gathered, evaluate the effectiveness of the support available to parents.
- (d) Contribute to the group presentation of the findings and conclusions of the investigation.
- (e) Review own contribution to the planned investigation and presentation.

National Unit Specification: statement of standards (cont)

UNIT Parenting (Intermediate 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Details of the mandatory content for this Unit can be found in the Appendix at the end of this Unit Specification.

Written and/or recorded oral evidence will be gathered in a case study that will test knowledge and understanding for Outcome 1 Performance Criteria (a) and all of Outcome 2 and a folio that covers Outcome 1 (b) and (c) and Outcome 3 providing evidence of the practical parenting experiences and the group investigation.

Outcomes 1 and 2 (a)

The case study with associated questions will be conducted under supervised conditions and will last no more than 30 minutes. Achievement in the case study may be decided by the use of a cut-off score. The case study will provide evidence of:

- ◆ a description of the responsibilities of being a parent of children aged 0–12 years
- ◆ a description of how family structures, cultural factors and personal experiences can influence parenting

Outcomes 1 (b) and (c)

The folio will contain:

- ◆ a record of the practical parenting experiences the candidate has participated in; this will demonstrate a clear understanding of **at least three** responsibilities of being a parent and may be a written log or video diary and may contain photographs of the candidate's experience
- ◆ evidence of the candidate's contribution to the group investigation plan
- ◆ evidence of the candidate's contribution to the investigation in the agreed role
- ◆ evidence of the candidate's contribution to the group presentation of findings and conclusions; the findings and conclusions should be presented in a format chosen by the group and could take the form of a display, electronic presentation, a written report with supporting evidence, a poster, a leaflet or a newsletter
- ◆ candidate's review of own contribution to the planned investigation and presentation
- ◆ a teacher/lecturer checklist to support the candidate's participation in planning, investigating and presenting the findings of the investigation

The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Parenting (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes 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

The mandatory content for this Unit can be found in the Appendix at the end of the Statement of Standards.

Those involved in the delivery of this Unit should be aware of the potentially sensitive nature of some of the issues to be discussed and investigated in this Unit, particularly in relation to individual candidates' circumstances. Teachers/lecturers should avoid painting an ideal picture of parents and parenting.

By the end of this Unit candidates will have:

- ◆ gained an understanding of the responsibilities of being a parent
- ◆ experienced some of the responsibilities of parenthood in a simulated context
- ◆ gained an understanding of the factors that affect parenting
- ◆ worked as part of a group and planned an investigation
- ◆ worked as part of a group to investigate the support available to parents from family and the community
- ◆ contributed to a group presentation of the findings from the investigation

Candidates will have the opportunity to develop:

- ◆ communication skills by working in groups and with others in a variety of contexts
- ◆ investigative skills using a variety of research methods
- ◆ evaluative skills through the evaluation of findings
- ◆ presentation skills through the production of the portfolio of evidence and contribution to the group investigation
- ◆ confidence to set achievable goals
- ◆ self-evaluation skills by reviewing their contribution to the investigative process

Employability Skills

In this Unit candidates will have the opportunity to be assessed for:

- ◆ working co-operatively with others
- ◆ presentation skills
- ◆ reviewing and evaluating own skills development
- ◆ planning and preparation
- ◆ decision making
- ◆ understanding roles and responsibilities

National Unit Specification: support notes (cont)

UNIT Parenting (Intermediate 2)

Outcome 1

Candidates should be aware of the responsibilities of parents across the age range and should be able to describe the responsibilities of parents for the age groups 0–3, 3–5, 5–8 and 8–12 years.

Candidates should be aware that whilst the nature of the role changes, the responsibilities remain the same. These responsibilities can be linked to the care, learning and development of the child and some of the responsibilities looked at could include:

- ◆ **Security:** in considering the responsibilities of parents, candidates should consider the role of parenting in providing the child with emotional security and unconditional love. They should consider ways that this can be demonstrated to children across the age range.
- ◆ **Safety:** candidates should consider the responsibilities of parents in providing a safe environment for children at various stages. They should look at the need for personal safety particularly as the child develops and becomes more independent. It is important to examine this in relation to the older age group, as the influence of peer pressure grows. Issues relating to alcohol and drug misuse could be explored.
- ◆ **Well-being:** this could include ante- as well as post-natal care and should be related to the parent meeting the basic needs of the child, including the need for warmth, shelter, food, exercise and play.
- ◆ **Financial:** candidates should explore the cost of raising a child at various stages and they should look at what are seen as essential and non-essential items for the child. Candidates could draw up family budgets and look at the effect of income on parenting.
- ◆ **Educational:** candidates should consider the responsibilities of the parent in relation to education. They should consider the parent as the prime educator of the child and consider the word education in its broadest sense, both formal and informal. They should also consider the role of the parent in working in partnership with providers of formal education.

In a simulated context, all candidates should be given the opportunity to experience and record the responsibilities of parenthood. The means used for this are dependant upon the resources of the centre.

Outcome 2

Through a variety of means, including teacher/lecturer-led activities, discussion and presentation, the candidate should find out about the various factors that affect parenting. If appropriate they could, in the first instance, look at their own experience of being parented and identify some differences in their experiences and the factors that have led to these. They should look at how factors affect parenting both positively and negatively. They could draw on their knowledge and experience gained in Outcome 1. Some of the factors that influence parenting could be:

- ◆ **Family structure:** candidates will learn about a variety of family structures and how these affect parenting.
- ◆ **Cultural:** candidates could examine how different cultural influences affect parenting.
- ◆ Candidates should explore the notion that ‘we parent the way we were parented’ and how society has not traditionally taught the parenting role. This issue should be explored sensitively. They should consider how personal experiences may influence parenting such as the loss of a parent, being taken into care, having a poor parenting model, place within a family, poverty.

National Unit Specification: support notes (cont)

UNIT Parenting (Intermediate 2)

Outcome 3

Working as part of a group, candidates should carry out an investigation into the support available to the parent from the family and the community. These lists are not definitive and candidates should use them to support their planning and help organise their investigation.

The family can provide:

- ◆ moral support
- ◆ practical support: childcare, babysitting
- ◆ advice: this may be subjective
- ◆ financial support

The community can offer:

- ◆ health support: doctors, nurses, community health practitioners, family planning, dentists
- ◆ education: pre-school provision, primary, secondary provision, learning support, community education
- ◆ leisure: for parents and children, sporting activities, play areas
- ◆ community resources: libraries, transport
- ◆ financial support: benefits, credit unions
- ◆ Social services: social workers, home helps

Once the information is gathered by the candidate, support should be given to groups to choose the best way to present their information. A variety of methods could be explored and the presentation should be recorded in some way, eg by video or photograph for inclusion in the candidate's folio of evidence. If a number of groups are working within one class they would be likely to choose different ways to present their information.

Following the presentation, candidates should reflect on the investigation process and relate this directly to the plan made for Performance Criterion (a). They should evaluate their contribution in the investigative process and in the presentation, in relation to the methods used and the contribution of others. This could be facilitated by the teacher/lecturer through individual tutorial sessions or by the candidate using a checklist. Candidates should be encouraged to look at their contribution positively — what they did rather than what they did not do.

Teaching/learning approaches throughout the Unit should include practical experiences, reflection and self evaluation, group work, investigation and teacher-led activities. Candidates should have access to a range of sources of information, including:

- ◆ the Internet
- ◆ personal testimony
- ◆ books, magazine and periodicals
- ◆ visiting provision, eg crèches, toy libraries, baby clinics, after-school clubs
- ◆ outside speakers: parents, community health practitioners, children
- ◆ interviews: parents and children

National Unit Specification: support notes (cont)

UNIT Parenting (Intermediate 2)

Where outside speakers and visits are arranged, candidates should be encouraged to take responsibility for this by making phone calls, arranging hospitality and sending thank you letters. Lecture style presentations should be kept to a minimum.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1

In this Unit there are opportunities to build up an understanding of the challenges of the parenting role. Through observation, practical activities, experience and reflection, the candidates will become more aware of the demands of caring for children in a parental role and consequently some of the demands of working with parents in the sector. There are good opportunities in this Unit for self-evaluation and for seeking feedback from others. These are skills that employers value.

All candidates should have the opportunity to participate in practical experiences that will raise their awareness of some of the responsibilities of parenting as part of this Outcome. They should then report on these experiences. This can be done in a variety of ways, depending on centre resources. Some useful ways of introducing practical experiences could be through the use of:

- ◆ dolls
- ◆ interactive dolls
- ◆ an egg or another fragile object
- ◆ a flour baby

A range of books, popular teen dramas and soap operas also feature story lines relating to parenting issues and teachers/lecturers could make use of these as stimuli for discussion.

The method of recording the experience could be left to individual candidates and this record forms part of the Evidence Requirements. Multi-media reports could be used, eg the use of video diaries or the development of digital photograph albums of the candidate's experience.

Outcome 2

Candidates should have access to a variety of information about the factors affecting parenting. Due to the sensitive nature of this Outcome, this should be carefully managed by the teacher/lecturer and any research activities should be carried out within a supervised environment. This might be done through the use of:

- ◆ case studies
- ◆ videos and associated questions
- ◆ directed Internet searches
- ◆ outside speakers: parents from different cultures

Formative assessment should be used to ensure that candidates are prepared for assessment under supervised conditions.

National Unit Specification: support notes (cont)

UNIT Parenting (Intermediate 2)

Outcome 3

Candidates should use a variety of methods to investigate differing types of support for families.

They could:

- ◆ draw on personal experience
- ◆ use the Internet
- ◆ use books, magazine and periodicals
- ◆ visit provision
- ◆ invite outside speakers
- ◆ interview parents and children

The emphasis should be on gathering information in groups and the teacher/lecturer should support the group process and facilitate negotiation of the allocation of tasks within groups and ensure that all members of the group contribute to the process. Classroom organisation is at the discretion of the teacher/lecturer but consideration could be given to the allocation of one type of provision to different groups and the sharing of all research gathered to draw conclusions. Candidates should have access to a variety of means of gathering information. Where outside speakers are used or candidates visit provision this should be organised, if possible, by the candidates themselves. They should make phone calls; write letters, organise hospitality, arrange follow-up and thank you letters and calls.

Candidates should use the material gathered to explain how parents are supported. This may be done through group discussion, presentations, leaflet/poster making.

Core Skills

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the teaching and learning process. In this Unit, candidates will be working co-operatively with others in carrying out a practical investigation into support available to families. Opportunities for developing aspects of written and oral communication will arise during the practical investigation and group interaction.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification. The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard. Assessment should be carried out under supervision.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: Appendix to the statement of standards

UNIT Parenting (Intermediate 2)

NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.

The age range of this Unit is 0–12 years divided into the following age groups:

- ◆ 0–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years