

National Unit Specification: general information

UNIT	Preparation for Parenthood (Intermediate 1)
NUMBER	D276 10
COURSE	Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

SUMMARY

This unit gives candidates opportunities to consider: the responsibilities of parenting; the care and protection of the infant and developing child; and the range of support services available.

OUTCOMES

- 1 Describe with simple explanation the factors to be considered in preparation for parenthood.
- 2 Outline the responsibilities and influencing factors of parenthood.
- 3 Identify and explain the role of a range of support services available to parents.

RECOMMENDED ENTRY

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

- Standard Grade Home Economics at Foundation level
- access 3 units in Home Economics
- access 3 units or Standard Grade at Foundation level in a relevant subject

The unit is also suitable for ‘new starts’ and adult returners with appropriate prior experience.

Administrative Information

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

UNIT Preparation for Parenthood (Intermediate 1)

CREDIT VALUE

0.5 credit at Intermediate 1.

CORE SKILLS

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

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Preparation for Parenthood (Intermediate 1)

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

OUTCOME 1

Identify and explain the factors to be considered in preparation for parenthood.

Performance criteria

- (a) The identification of one factor is given for each category: relationships; economics; housing and health.
- (b) The explanation for each of the categories in PC(a) is accurate.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is two short case studies. Attainment could be assessed by the use of a marking schedule. Specific advice:

Two short case studies are given, each including two of the categories to be identified and explained

OUTCOME 2

Outline the responsibilities and influencing factors of parenthood.

Performance criteria

- (a) An accurate explanation is given for each responsibility.
- (b) An accurate explanation is given for how early and contemporary personal experiences influence a person's approach to parenthood.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is restricted response. Attainment should be assessed by the use of a marking schedule. Specific advice:

- (a) **One** responsibility relating to any two of the following:
 - physical needs
 - intellectual needs
 - emotional needs
 - social needs
- (b) **Two** influencing factors only. The influencing factors can be defined as: own upbringing and temperament; contemporary trends; home environment; physical, intellectual, emotional, social, and economic factors; role models.

National Unit Specification: statement of standards (cont)

UNIT Preparation for Parenthood (Intermediate 1)

OUTCOME 3

Identify and explain the role of a range of support services available to parents.

Performance criteria

- (a) Appropriate support services are identified to meet a specific need.
- (b) The contribution support services might make in a given situation is explained.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instruments of assessment are (a) matching exercise (b) a case study. Attainment could be assessed by the use of a marking schedule. Specific advice:

- (a) A situation is given which requires the candidate to identify a suitable support service in order to meet a specified need.
- (b) A situation is given to the candidate which requires them to explain the contribution support services might make to the situation.

National Unit Specification: support notes

UNIT Preparation for Parenthood (Intermediate 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

This unit has been devised so that it may be delivered along with *Preparation for Parenthood (Acc 3)*.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The content on which this unit is based is listed in the course details for Home Economics: Lifestyle and Consumer Technology (Int 1).

Outcome 3

The range of support services includes:

- health: general practitioner, health visitor, child care clinics, speech therapist, psychologist, dentist, physiotherapist, chiropodist, dietician, health promotion agencies
- education: schools - nursery, primary, secondary, schools for special needs; further education, community education, educational psychological services, peripatetic teachers, career guidance
- social: social workers, day nurseries and family/children centres, registered playgroups, registered childminders, Department of Social Security
- community: community centres, churches, youth organisations, libraries, recreational facilities
- voluntary: mother and toddler groups, Gingerbread, Physically Handicapped and Able-Bodied Club, Citizen's Advice Bureau, Samaritans, baby-sitting circles, self help groups

Note should be taken of regional variations in the provision of the above services. Candidates are **not** expected to have an in-depth knowledge of each support service listed above.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning should be promoted, as far as possible, through practical activities. Candidates should be encouraged to show initiative and take responsibility for their own learning with the teacher/lecturer offering guidance and support where necessary. A variety of approaches may be used to facilitate learning. These include group work, debates, role-play, visits, guest speakers, exposition, assignments and projects. As well as considering the broad issues covered by this unit, candidates should be given the opportunity to extend knowledge in areas which are relevant to their own particular needs and interests. (Reference should also be made to Approaches to learning and teaching in the course details.)

National Unit Specification: support notes (cont)

UNIT Preparation for Parenthood (Intermediate 1)

The learning and delivery approach should allow the outcomes to be achieved in a candidate-centred, participative and practical manner. Approaches should focus on providing a supportive environment in which candidates are encouraged to develop skills and to acquire knowledge and understanding. Candidates should be encouraged to make sense of a range of sources of information in assembling explanations. They should be encouraged to reflect on the relevance of points they make in relation to the questions/issues posed and to give reasons substantiated by reference to sources, personal knowledge and understanding, or experience. Evidence should be presented in written form, or taped, and candidates may find it useful to have a set of headings to work towards.

Care should be taken in devising case studies that they reflect real life situations and do not become artificially contrived.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Approaches should focus on providing a supportive environment in which candidates are encouraged to develop skills and to acquire knowledge and understanding. Discussion of the work/progress between the candidate and teacher/lecturer should be ongoing throughout.

Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

The delivery and assessment of this unit is open to alternative methods to support the inclusion of all candidates. Examples include:

- extension to the notional design length
- use of technology to record information/instructions and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities
- use of specialist equipment

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 alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).