

National Unit Specification: general information

UNIT	Parenting (Intermediate 1)
CODE	DM86 10
COURSE	Early Education and Childcare (Intermediate 1)

SUMMARY

This Unit is designed to give candidates an awareness of the personal skills and qualities required to be a parent of children aged 0–12 years. Candidates will learn to carry out practical tasks which will increase their understanding of the role of a parent. They will also participate in group investigations into the support available to parents from family and the community.

This Unit is an optional Unit in the Course *Early Education and Childcare (Intermediate 1)* but is also suitable as a stand-alone Unit. The Unit is suitable for candidates who may be considering employment in the early education and childcare sector and who wish to progress to further levels of study in early education and childcare.

OUTCOMES

- 1 Demonstrate an understanding of the personal skills and qualities needed to be a parent.
- 2 Demonstrate an understanding of practical parenting skills.
- 3 In a group, investigate the support available to parents from the family and the community.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, centres should note that this Unit is at Intermediate 1 which is equivalent to Standard Grade, General level.

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*).

**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.*

Administrative Information

Superclass:	HF
Publication date:	April 2007
Source:	Scottish Qualifications Authority
Version:	02

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National Unit Specification: general information (cont)

UNIT Parenting (Intermediate 1)

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 1)

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 an understanding of the personal skills and qualities needed to be a parent.

Performance Criteria

- (a) Describe the personal skills and qualities needed to be a parent of children aged 0–12 years.
- (b) Explain the importance of personal skills and qualities in relation to the care, learning and development of children aged 0–12 years.

OUTCOME 2

Demonstrate an understanding of practical parenting skills.

Performance Criteria

- (a) Describe a range of practical parenting skills to meet the needs of children aged 0–12 years.
- (b) Demonstrate practical parenting skills in specified activities relating to children aged 0–12 years.
- (c) Review practical parenting skills demonstrated in the light of feedback from others.

OUTCOME 3

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

Performance Criteria

- (a) Contribute to a plan for a group investigation relating to the support available to parents.
- (b) In an agreed role, investigate the support available to parents from the family and the community.
- (c) Contribute to the group presentation on the findings of the investigation.
- (d) Review own contribution to the planned investigation and the presentation of the findings.

National Unit Specification: statement of standards (cont)

UNIT Parenting (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or recorded oral evidence will be gathered in a case study which will test knowledge and understanding, and a folio of evidence for the group investigation, and the demonstration of practical skills.

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 a minimum of **four** of the personal skills and qualities needed to be a parent
- ◆ an explanation of the importance of these personal skills and qualities in relation to the care, learning and development of children aged 0–12 years

The folio will contain:

- ◆ an assessor checklist which confirms the candidate has demonstrated a minimum of **three** practical parenting skills in specified activities in relation to two of the age groups specified in the Appendix to the Statement of Standards in this Unit
- ◆ a completed candidate review of practical parenting skills which takes account of feedback from others
- ◆ evidence of the candidate's contribution to the group investigation plan
- ◆ evidence of the candidate's agreed contribution to the investigation
- ◆ evidence of the candidate's contribution to the group presentation of findings; the findings should be presented in a format chosen by the group
- ◆ candidate's review of own contribution to the planned investigation and presentation of the findings
- ◆ a tutor 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 1)

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

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 candidate's circumstances. Teachers/lecturers should avoid painting an ideal picture of parents and parenting.

This Unit has been designed to introduce the candidate to:

- (a) the personal skills and qualities required to be a parent
- (b) the variety of support mechanisms within the family and community across the age range
- (c) the application of practical parenting skills

Outcome 1

The Unit could begin with a broad overview of personal skills and qualities and how these can be related to the care, well being, learning and development of children. Candidates should understand the nature of personal and inter-personal skills and the need for both communication skills and caring skills. The following list is not comprehensive or prescriptive but candidates could investigate the following and relate them to parenting across the age range. They should be aware that the skills and qualities and skills do not change but the application of them does, according to age and needs of the child:

Qualities	Communication skills	Caring skills
<ul style="list-style-type: none">◆ love◆ tolerance◆ patience◆ kindness◆ understanding◆ sensitivity◆ care◆ concern◆ consistency in approach◆ empathy◆ fairness◆ being a positive role model	<ul style="list-style-type: none">◆ listening◆ reviewing◆ body language◆ literacy skills	<ul style="list-style-type: none">◆ self confidence◆ ability to provide emotional security◆ nurturing

National Unit Specification: support notes (cont)

UNIT Parenting (Intermediate 1)

Outcome 2

For this Outcome, candidates will learn about a range of practical parenting skills which meet the needs of children aged 0–12 years. They will then take part in a number of practical activities to enhance their awareness of parenting skills.

This could be achieved by having open discussions, information sessions and practical sessions on, for example:

- ◆ feeding routines: breast, bottle milk, weaning, nutrition, additives and allergies, healthy diet for developing children
- ◆ health and hygiene routines: sleep, nappies, potty training, bathing, washing, crawling, walking, exercise, teething and tooth care, immunisation, body awareness, onset of puberty
- ◆ safety aspects: household application and outdoor safety awareness
- ◆ techniques to promote positive behaviour
- ◆ child communication and interactive skills: crying and word formation, language
- ◆ adult communication and interactive skills: encouragement, praise, facial expression and body language
- ◆ providing learning opportunities such as toys, books, outings, cooking, baking
- ◆ providing learning opportunities through everyday routines, for example household chores

Candidates should have the opportunity either inside or outside the classroom environment to demonstrate these practical parenting skills in a number of selected activities.

Outcome 3

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

The family can provide:

- ◆ moral support
- ◆ practical support: childcare, babysitting
- ◆ advice: this may be partial
- ◆ 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, after-school provision
- ◆ leisure: for parents and children, sporting activities, play areas
- ◆ community resources: libraries, transport
- ◆ financial support: benefits, credit unions
- ◆ Social Services: social workers, home helps
- ◆ support and guidance through voluntary organisations

Candidates will present their group findings in an agreed format and then review their own contribution to the planning, investigation and presentation of findings.

National Unit Specification: support notes (cont)

UNIT Parenting (Intermediate 1)

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
- ◆ taking advice and dealing with feedback
- ◆ gathering, collating and evaluating information
- ◆ organisational skills

Through the teaching and learning experience the Unit provides an opportunity to raise awareness of the importance of:

- ◆ health and safety
- ◆ maintaining a tidy, organised and safe environment
- ◆ demonstrating a responsible attitude in all aspects of working with children

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In the delivery of this Unit lecturers should use a largely experiential approach and should take into account individual learning styles of candidates when planning the delivery of the Unit. Some of the methods employed could be:

- ◆ discussions
- ◆ group exercises
- ◆ case studies/scenarios
- ◆ role play
- ◆ worksheets
- ◆ poster/leaflet making
- ◆ video material
- ◆ workshops demonstrating practical parenting skills
- ◆ visits to community support resources
- ◆ use of appropriate websites
- ◆ visiting speakers — candidates should be encouraged to invite the speaker in writing, welcome the speaker and give a vote of thanks
- ◆ visits to play parks, soft play or other environments for children

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 which employers value.

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 work co-operatively with others in carrying out group investigations into the support available to parents. Opportunities for developing aspects of written and oral communication will arise during class discussions, group interactions, the presentation of group findings and in reviewing their own contribution to the group work.

National Unit Specification: support notes (cont)

UNIT Parenting (Intermediate 1)

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 1)

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