

EARLY EDUCATION AND CHILDCARE
Intermediate 2

Third edition — June 2007

**NOTE OF CHANGES TO ARRANGEMENTS
THIRD EDITION PUBLISHED JUNE 2007**

COURSE TITLE Early Education and Childcare (Intermediate 2)

COURSE NUMBER: C246 11

National Course Specification: The Course code has been changed.
The Course Arrangements now include an *Employability Skills Profile* in an appendix.

National Unit Specification: Minor Amends have been made to this Unit for clarification.

DM86 11
Parenting

The following Units were also recently amended:

F19L 11
Child Development and Health

This Unit has been developed to replace DM5X 11 *Child Development and Health: An Introduction* to reduce the amount of content. The new Unit now covers the development of children from 0–16 years. Evidence Requirements have changed to reflect these amendments to the Unit content.

F19M 11
First Aid

This Unit has been developed to replace DM5R 11 *First Aid*: in light of changes to the Health and Safety Executive Guidelines. The Evidence Requirements have changed to reflect this amendment to the Unit content.

DM41 11
Play in Early Education and Childcare
DM60 11
Care and Feeding of Children
DM84 11
Working in Early Education and
Childcare
DM86 11
Parenting

There have been minor amendments to these Units to highlight employability skills and opportunities for developing aspects of Core Skills.

National Course Specification

Early Education and Childcare (Intermediate 2)

COURSE CODE C246 11

COURSE STRUCTURE

This Course has three mandatory Units and a choice of one from three optional Units.

The mandatory Units are:

<i>F19L 11</i>	<i>Child Development and Health</i>	<i>1 credit</i>	<i>(40 hours)</i>
<i>DM41 11</i>	<i>Play in Early Education and Childcare</i>	<i>1 credit</i>	<i>(40 hours)</i>
<i>DM84 11</i>	<i>Working in Early Education and Childcare</i>	<i>1 credit</i>	<i>(40 hours)</i>

The optional Units are:

<i>DM86 11</i>	<i>Parenting</i>	<i>1 credit</i>	<i>(40 hours)</i>
<i>F19M 11</i>	<i>First Aid</i>	<i>1 credit</i>	<i>(40 hours)</i>
<i>DM60 11</i>	<i>Care and Feeding of Children</i>	<i>1 credit</i>	<i>(40 hours)</i>

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

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:

- ◆ Early Education and Childcare (Intermediate 1) Course or its Unit(s)

Administrative Information

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National Course Specification: (cont)

COURSE Early Education and Childcare (Intermediate 2)

PROGRESSION

This Course or its Units may provide progression to:

- ◆ Early Education and Childcare (Higher) Course
- ◆ Play in Early Education and Childcare (Higher) Course
- ◆ National Certificate Group Award in Early Education and Childcare (Higher)
- ◆ Scottish Vocational Qualification in Childcare
- ◆ further education
- ◆ training/employment

CREDIT VALUE

The Intermediate 2 Course in Early Education and Childcare 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

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

Opportunities for developing aspects of Core Skills are highlighted in the Support Notes of the Unit Specifications for this Course.

LINKS TO NATIONAL OCCUPATIONAL STANDARDS

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

The Early Education and Childcare (Intermediate 2) Course has been designed to link closely to the National Occupational Standards for Children's Care, Learning and Development, and also for Playwork. The Course provides some of the underpinning knowledge that is required for the Occupational Standards and also experience of the practical skills required to work at this level in the sector. This is particularly evidenced in areas such as 'Help to keep children safe', 'Support Children's Development' and 'Use support to develop own practice in children's care, learning and development'.

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Intermediate 2)

RATIONALE FOR SKILLS FOR WORK COURSES

Skills for Work Courses are designed to help candidates to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these Courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

- ◆ Teaching/learning programmes should include some or all of the following:
 - learning in real or simulated workplace settings
 - learning through role play activities in vocational contexts
 - carrying out case study work
 - planning and carrying out practical tasks and assignments

Learning through reflecting at all stages of the experience

- ◆ Teaching/learning programmes should include some or all of the following:
 - preparing and planning for the experience
 - taking stock throughout the experience — reviewing and adapting as necessary
 - reflecting after the activity has been completed — evaluating and identifying learning points

The Skills for Work Courses are also designed to provide candidates with opportunities for developing *Core Skills* and enhancing skills and attitudes for *employability*.

Core Skills

The **five** Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information Technology
- ◆ Problem Solving
- ◆ Working with Others

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Intermediate 2)

Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ *generic skills/attitudes valued by employers*
 - understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care
 - self-evaluation skills
 - positive attitude to learning
 - flexible approaches to solving problems
 - adaptability and positive attitude to change
 - confidence to set goals, reflect and learn from experience

- ◆ *specific vocational skills/knowledge*
 - Course Specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

A Curriculum for Excellence (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Intermediate 2)

RATIONALE FOR INTERMEDIATE 2 EARLY EDUCATION AND CHILDCARE COURSE

The Early Education and Childcare sector is a growth industry across Scotland. There exists within the sector a wide range of employment opportunities at a variety of levels. In 2006 the Scottish Social Services Council (SSSC) began the process of registering the workforce that is providing Day Care services for children. This includes children up to 16. The SSSC is charged to ensure that the sector is served by a confident, competent workforce. There is a growing awareness from all parts of the sector that potential employees need a variety of opportunities to access those qualifications set by the SSSC, particularly at support worker and practitioner level. This Course provides an experiential route to candidates who wish to progress onto further study in Early Education and Childcare courses that satisfy the registration requirements of the SSSC. The candidate will also be equipped with key knowledge and skills and develop positive attitudes that will allow them to progress onto care related courses, eg social care or into employment outwith the early education and childcare sector.

The Intermediate 2 Course in Early Education and Childcare affords a broad link to the care, learning and development of children aged 0–12 years as specified in the NOS relevant to both Children's Care, Learning and Development, and Playwork. It is concerned with the holistic study of the child. This includes the domestic setting and all environments whose practice is guided by legislation, policy and professional ethics as well as investigating the roles and responsibilities of parenthood.

This Course will form an important part of the menu of provision, both for those who have identified the field of early education and childcare as their possible career path, and also for any candidates following a programme of study at Intermediate 2 level who may wish to extend their educational experience. The knowledge and experiences acquired in the areas of child development, child health, play and working in the early education and childcare sector may be transferable to other academic or career pathways, particularly those that involve working with children or in other care settings. The study and demonstration of practical competencies in First Aid is seen as an important skill in any workplace environment.

The aims of this Course are to:

- ◆ increase candidates' awareness of the factors that impact on the lives of children, their parents and carers
- ◆ provide an insight into working in early education and childcare
- ◆ facilitate candidates' understanding of the interrelationship between the Course Units
- ◆ increase candidates' awareness of the necessity to view all aspects of early education and childcare holistically
- ◆ enable candidates to draw upon the experiences gained in the Outcomes of the Course Units to inform and enhance their understanding of what can be considered as effective early education and childcare provision
- ◆ increase candidates' awareness of the scope of the early education and childcare sector and the opportunities for employment in the sector
- ◆ allow candidates to develop key life skills, eg through the optional Unit *First Aid (Intermediate 2)*
- ◆ allow candidates to develop communication skills by working in groups and with others in a variety of contexts

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Intermediate 2)

- ◆ allow candidates to develop investigative skills using a variety of research methods
- ◆ allow candidates to develop presentation skills
- ◆ allow candidates to develop self-evaluation skills
- ◆ give candidates confidence to set achievable goals
- ◆ allow candidates the opportunity to develop skills required for possible employment in the early education and childcare sector, particularly personal/interpersonal, basic communication and practical caring skills
- ◆ allow candidates to develop skills required for employment in other sectors

COURSE CONTENT

Summary of Course content

This Course consists of three mandatory Units and a choice of one Unit from a selection of three. Although the content of each component Unit does not presuppose knowledge and skills acquired in the other Units, there are significant opportunities to integrate both knowledge and skills while studying the Course. Whenever an opportunity to integrate knowledge and skills across the Units arises, candidates should be made aware of this and encouraged to maximise this potential. Detailed guidance on opportunities for integration and development can be found in the *Guidance on Learning/Teaching and Assessment Approaches* in this Course specification.

Summary of Unit content

Mandatory section

Child Development and Health (Intermediate 2) (1 credit)

This Unit is designed to introduce candidates to the principles of child development from 0–16 years. Candidates will learn what is meant by sequences and patterns in child development and the inter-relationship between all aspects of that development. Candidates will also learn about the health needs of children and how health factors may affect the development of children.

Play in Early Education and Childcare (Intermediate 2) (1 credit)

This Unit allows candidates to develop an understanding of the benefits of a variety of types of play to children aged 0-12 years. Candidates will learn how children benefit from a range of play experiences through planning, setting up and reviewing play experiences, either in a real or simulated context. The candidate does not require to have a work placement to complete this Unit but may benefit from visiting early education and childcare settings that offer high quality child-centred play provision.

Working in Early Education and Childcare (Intermediate 2) (1 credit)

This Unit allows candidates to develop an understanding of the early education and childcare sector and to explain ways in which the sector meets the care, learning and development needs of children aged 0-12 years. Candidates will consider career options within the sector and the skills, qualities and qualifications required to fulfil these roles. They will reflect on their own skills, qualities and achievements in relation to these. There is no requirement for candidates to have a placement within an early education and childcare setting but the candidate will carry out an investigation of the sector. This may require the candidate to visit early education and childcare settings. Candidates will work and be assessed in groups, as well as individually.

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Intermediate 2)

Optional Section

Parenting (Intermediate 2) (1 credit)

This Unit enables the candidate 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.

First Aid (Intermediate 2) (1 credit)

The aim of this Unit is to introduce the candidate to the skills needed to deal effectively with casualties who are injured or who suffer a sudden illness prior to medical aid being available. Candidates will learn the current first aid procedures used to save a life by following the procedures set out in the Health and Safety Executive Guidelines. This will ensure that correct decisions and actions are taken promptly and effectively.

Care and Feeding of Children (Intermediate 2) (1 credit)

This Unit enables the candidate to examine the specific needs of a baby and continuing needs of the child and how meeting these needs contributes to the holistic development of the child. The Unit also provides the candidate with the opportunity to examine issues in relation to feeding of babies and the provision of food and drink to children aged 0–12 years within early education and childcare settings. Candidates will also develop an awareness of appropriate practice in relation to provision of hygiene for children.

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Intermediate 2)

ASSESSMENT

To achieve the Course award the candidate must successfully achieve all of the Units which make up the Course.

Assessment objectives

The assessment strategies used in this Course will allow the candidate to demonstrate competency in knowledge, skills and attitudes required to be employed in the early education and childcare sector. These include:

Knowledge and understanding of:

- ◆ the importance of child health and development
- ◆ the role of the adult in supporting the care, learning and development of the child
- ◆ the importance of play to the developing child
- ◆ the roles and responsibilities of parenting
- ◆ support available to parents in the community and from the family
- ◆ the scope of the early education and childcare sector
- ◆ the qualifications required to work in the early education and childcare sector
- ◆ the basic needs of children
- ◆ how to promote a healthy diet in children
- ◆ how to identify the needs of a casualty

Skills in:

- ◆ how to plan, set up and evaluate play experiences
- ◆ how to treat a casualty
- ◆ how to care for children
- ◆ communication
- ◆ working as part of a team
- ◆ presentation of material
- ◆ using a variety of research methods
- ◆ self evaluation and reflection
- ◆ setting achievable goals through personal development planning

Attitudes such as:

- ◆ reliability
- ◆ consistency
- ◆ honesty
- ◆ trust
- ◆ confidentiality

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Intermediate 2)

A variety of assessment strategies are used to enable candidates to achieve, whatever the learning style. Some of the evidence is generated by the candidate working on their own, other evidence is generated by the candidate working as part of a group. Candidates should be able to record their evidence using a variety of formats, eg written, oral, using digital photography, using IT, using video diaries and audio tapes. These strategies should enable candidates to develop aspects of the Core Skills of Communication and Information Technology. The assessments are generated as part of a group to encourage skills in working with others and problem solving.

Unit assessment

Mandatory section

Child Development and Health (Intermediate 2) (1 credit)

Written and/or oral evidence will be produced to demonstrate that candidates have achieved all Outcomes and Performance Criteria. Evidence for Outcome 1 will be produced under closed-book, supervised conditions. For Outcomes 2 and 3, candidates will be set an assignment that involves investigating the health needs of children from 0–16 years and health factors which affects child development. The evidence generated will be gathered into a folio.

Play in Early Education and Childcare (Intermediate 2) (1 credit)

The evidence for this Unit will be gathered by means of a short case study and a folio. Candidates should be involved in planning, setting up and evaluating different types of play experience for different age groups as specified in the Appendix to the Statement of Standards. There is no need for the candidate to have a work placement as the experience could be set up in a simulated context. Each play account should cover a different type of play. These should be completed as the Unit progresses.

Working in Early Education and Childcare (Intermediate 2) (1 credit)

The evidence for this Unit will be gathered through the production of a single folio of evidence. This will be developed by the candidate throughout the Unit and will be based on class work and the candidate's investigations, either by individual or with others. The folio could be presented in a variety of formats and candidates could use Information and Communication Technology to record the evidence required for their folio, eg digital photography, web material saved on disc, diagrams, video diary, etc. A teacher/lecturer checklist will provide evidence of participation in group discussion.

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Intermediate 2)

Optional section

Parenting (Intermediate 2) (1 credit)

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

First Aid (Intermediate 2) (1 credit)

The evidence for this Unit will be gathered through a closed-book test and a practical assignment. The test will cover knowledge and understanding of how first aid incidents should be managed. The practical assignment will involve the demonstration of a variety of first aid skills in simulated contexts.

Care and Feeding of Children (Intermediate 2) (1 credit)

The evidence for all Outcomes will be obtained under controlled supervised conditions. A single question paper with extended or restricted response questions as illustrated in the National Assessment Bank (NAB) material could be used. This should be taken on completion of the Unit. A cut-off score can be used to decide achievement.

Further details about Unit assessment for this Course can be found in the Unit Specifications and the National Assessment Bank (NAB) materials.

QUALITY ASSURANCE

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

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

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Intermediate 2)

GUIDANCE ON LEARNING/TEACHING AND ASSESSMENT APPROACHES FOR THIS COURSE

This Course and its component Units are at SCQF level 5. Teachers/lecturers should be aware of the content and structure of this level prior to delivering this Course. This will give a clear indication of the level of content, assessment and delivery.

The teaching approach to this Course should be experiential and lecture style presentations should be kept to a minimum. Reflecting good practice within the early education and childcare sector, the teaching approach should be candidate-centred with candidates being helped to draw on previous learning and their own experience. Teachers/lecturers should ensure that candidates have the opportunity to:

- ◆ Learn through practical experiences, achievable by candidates through:
 - setting up play experiences
 - observing children, in practice or through video
 - visiting early education and childcare settings
 - inviting appropriate speakers
 - experiencing, in a simulated context, the responsibilities of parenthood
 - practical first aid exercises

- ◆ Learn through reflecting on all stages of the experience, achievable by candidates through:
 - planning group investigation
 - planning personal investigation
 - reviewing research methodology
 - reflecting on the group process
 - reviewing personal skills and qualities
 - producing a personal development plan

The focus of the Course is one of investigation and presenting findings in a variety of ways. Candidates should have access to a variety of research tools, which may include:

- ◆ the Internet
- ◆ personal testimony
- ◆ using books, magazine and periodicals, eg *Practical Parenting*
- ◆ visits to relevant settings, eg crèches, toy libraries, baby clinics
- ◆ outside speakers: parents, community health practitioners, children
- ◆ interviews with parents and children

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Intermediate 2)

Where outside speakers and visits are arranged, candidates should, where possible, take responsibility for this by making phone calls, arranging hospitality, thank you letters and follow-up actions. Candidates should have the opportunity to be able to participate in workshop sessions, particularly related to the Units *Play in Early Education and Childcare (Intermediate 2)*, *First Aid (Intermediate 2)* and *Parenting (Intermediate 2)*. Candidates should have access to play materials to enable them to set up realistic play environments. Centres should consider purchasing realistic or interactive dolls and candidates should have access to a kitchen area to allow them to prepare healthy meals and snacks for children. When supporting candidates in practical tasks, teachers/lecturers should ensure the health and safety of candidates, particularly within a kitchen environment. Teachers/lecturers should ensure that appropriate permissions are sought if candidates are visiting settings outwith the centre. This may have resourcing implications for centres but teaching sessions should not be wholly classroom/paper based. Candidates are not expected to have a work placement to complete the Course but they should have the opportunity to visit early education and childcare settings and community resources that support parents.

When visiting early education and childcare settings candidates should be encouraged to gather evidence and information for a variety of purposes and covering several Units. This will allow candidates to see the holistic nature of working in early education and childcare, eg, if visiting a nursery school they could find out about the support offered to parents, which could contribute towards the Unit *Parenting (Intermediate 2)*, Outcome 4. They could also find out about the career options and qualifications required to work in the sector which could contribute towards the Unit *Working in Early Education and Childcare (Intermediate 2)* Outcome 3.

To allow candidates to maximise opportunities for the development of key knowledge, skills and attitudes, the Course Units should be integrated. However, the preferred order for the delivery of the Course Units is a matter which individual centres must decide for themselves. This will depend upon the number of staff members who are delivering the Course and the organisation of individual timetables. However, it is strongly recommended that the Unit *Child Development and Health (Intermediate 2)* is studied at the beginning of the Course followed by, or simultaneously with, the Units *Play in Early Education and Childcare (Intermediate 2)* and *Working in Early Education and Childcare (Intermediate 2)* and the chosen Unit from the optional section. The order and pattern of delivery may be dependant upon whether the candidate has the opportunity for a work placement. Where two or more members of staff are delivering separate Units, care must be taken to adopt a common approach when developing key knowledge, skills and particularly attitudes. This will avoid confusion for candidates and maximise opportunities to develop and refine these skills in the variety of contexts available. Teachers/lecturers should be up-to-date with current developments in the early education and childcare sector.

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Intermediate 2)

Employability Skills

Employability Skills assessed in the mandatory Units of the Course are:

- ◆ working co-operatively with others
- ◆ planning and preparation
- ◆ review and evaluate own skills development
- ◆ time management skills
- ◆ health and safety awareness
- ◆ communication skills
- ◆ gathering, collating and evaluating information
- ◆ decision making
- ◆ research skills
- ◆ understanding roles and responsibilities

In the optional Unit *Parenting (Intermediate 2)*, the following Employability Skills are assessed:

- ◆ presentation skills

The Course will provide opportunities to raise awareness of the importance of:

- ◆ dressing appropriately for working with children
- ◆ demonstrating a responsible attitude in all aspects of working with children
- ◆ taking advice and dealing with feedback

Learning and Teaching

Unit assessment provides a clear indication of whether or not candidates have achieved the minimum standards required to pass an individual Unit. As such, Unit assessment is summative. However all assessment has a formative value. Carrying out investigations, research and producing portfolios of evidence and projects should be seen as part of the learning and teaching process as well as of Unit assessment.

In order to make maximum use of assessment, teachers and lecturers need to provide meaningful feedback on all items of Unit and end-of-topic assessments. This feedback should highlight areas where candidates have performed well. It should also highlight areas where candidates need additional development. Homework exercises should also be commented on. Feedback should be elicited after all classroom activities and summing-up comments should be made by the teacher or lecturer. The nature of such feedback will depend on the prior experience of candidates, the range of candidates and the resources available.

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 Course Specification: Course details

COURSE Early Education and Childcare (Intermediate 2)

Appendix: Employability Skills Profile

In addition to the specific, vocational skills developed and assessed in this Course, employability skills are addressed as detailed in the table below. For the purposes of the table, the Units are referred to as A, B, C, D, E and F as indicated.

Child Development and Health	= A
Working in Early Education and Childcare	= B
Play in Early Education and Childcare	= C
Parenting	= D
First Aid	= E
Care and Feeding of Children	= F

Employability skill/attitude	Evidence
◆ working co-operatively with others	B, C, D
◆ planning and preparation	C, D
◆ reviewing and evaluating own skills development	B, C, D
◆ presentation skills	D
◆ health and safety awareness	A, C, E
◆ time management skills	C
◆ communication skills	B
◆ gathering, collating and evaluating information	A, B
◆ decision making	A, D, E, F
◆ research skills	A, B
◆ understanding roles and responsibilities	B, C, D, F

Assessment evidence in all Units:

- A = An investigation folio on the health needs of children and factors that affect child development
- B = An investigation folio on the types of provision and an evaluation of employability skills, qualities and attitudes
- C = A folio containing plans and reviews of play experiences
- D = Performance evidence demonstrating the responsibilities of being a parent and an investigation folio on the support available to parents
- E = Closed-book test on underpinning knowledge of first aid and performance evidence of first aid procedures
- F = Closed-book test evaluating hygiene practices for babies and children

National Unit Specification: general information

UNIT Child Development and Health (Intermediate 2)

CODE F19L 11

COURSE Early Education and Childcare (Intermediate 2)

SUMMARY

This Unit is a mandatory Unit of the Early Education and Childcare (Intermediate 2) Course but is also suitable for candidates wishing to study the Unit on its own.

This Unit is designed to introduce candidates to the principles of child development from 0–16 years. Candidates will learn what is meant by sequences and patterns in child development and the inter-relationship between all aspects of that development. Candidates will also learn about the health needs of children and how health factors may affect the development of children.

The Unit is suitable for candidates who may be considering employment in the early education and childcare sector working under supervision and will also provide progression for candidates who have completed the Intermediate 1 Early Education and Childcare Course or its Units.

OUTCOMES

- 1 Explain the principles of child development from birth to 16 years.
- 2 Investigate the ways in which the health needs of children from birth to 16 years can be met by adults.
- 3 Investigate health factors that may affect child development from birth to 16 years.

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 Unit(s)
- ◆ Early Education and Childcare (Intermediate 1) Course or its Unit(s)

Administrative Information

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National Unit Specification: general information (cont)

UNIT Child Development and Health (Intermediate 2)

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 Child Development and Health (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 the principles of child development from birth to 16 years.

Performance Criteria

- (a) Explain what is meant by the term *child development*.
- (b) Describe key milestones in each of the aspects of child development from birth to 16 years.
- (c) Explain ways in which the aspects of child development are inter-related.

OUTCOME 2

Investigate the ways in which the health needs of children from birth to 16 years can be met by adults.

Performance Criteria

- (a) Identify appropriate resources for the investigation.
- (b) Gather information about the health needs of children from birth to 16 years.
- (c) Gather information about the ways in which adults can meet these needs.
- (d) Use this information to report on these health needs and ways in which adults can meet the needs.

OUTCOME 3

Investigate health factors that may affect child development from birth to 16 years.

Performance Criteria

- (a) Identify appropriate resources for the investigation.
- (b) Gather information about health factors which may promote child development.
- (c) Gather information about health factors which may impede child development.
- (d) Use this information to report on the positive and negative effects different health factors have on child development.

National Unit Specification: statement of standards (cont)

UNIT Child Development and Health (Intermediate 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or oral evidence is required to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria for this Unit.

Outcome 1

Written and/or oral evidence for this Outcome will be produced under closed-book, supervised conditions within a time limit of 45 minutes. It will be gathered at an appropriate point during the candidates' study of the Unit, once they have learned about the principles of child development from birth to 16 years in each of the following age groups: 0–3 years; 3–5 years; 5–8 years; 8–12 years; 12–16 years.

The evidence must cover **two** key milestones from each of the following aspects of child development:

- ◆ Physical development
- ◆ Social and emotional development
- ◆ Cognitive development
- ◆ Language development

It must also cover the ways in which these aspects of child development are interrelated.

Outcomes 2 and 3 — Assignment

Candidates will be set an assignment that requires them to investigate both the health needs of children and health factors that may affect child development. The evidence will be gathered in a folio at appropriate points throughout the Unit.

Candidates should be given a clear brief, indicating that their folio must contain:

- ◆ A list of the resources they have used to investigate the health needs of children and health factors that may affect child development.
- ◆ Information they have gathered about: **five** different health needs of children from birth to 16 years; the ways in which adults can meet these health needs; **three** health factors that may promote child development; **two** health factors that may impede child development.
- ◆ An assessor checklist recording that the candidate has produced a report on the ways in which the health needs of these children can be met by adults and the ways in which positive and negative health factors may affect child development. The report must be based on the information they have gathered.

The National Assessment Bank item (NAB) for these outcomes provides assessor observation checklists which exemplify the national standard. Centres wishing to develop their own assessments should refer to the NAB to ensure a comparable standard.

National Unit Specification: support notes

UNIT Child Development and Health (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

This Unit is designed to introduce candidates to the principles of child development from 0–16 years. Candidates will learn what is meant by sequences and patterns in child development and the inter-relationship between all aspects of that development. Candidates will also learn about the health needs of children and how health factors may affect the development of children.

Employability Skills

In this Unit candidates will be assessed for:

- ◆ health and safety awareness
- ◆ gathering, collating and evaluating information
- ◆ decision making
- ◆ research skills

In addition there are opportunities to raise awareness of the importance of:

- ◆ demonstrating a responsible attitude in all aspects of working with children
- ◆ communication skills

Outcome 1

PC(a): The study of the growth and development of children underpins all work within the early education and childcare sector and candidates should be aware of what is meant by the term *child development*. At this level there is no need to introduce candidates to some of the theoretical perspectives in the field but they should be made familiar with the commonly accepted principles of child development. An understanding of these will assist the candidates in understanding the term. Some of the principles to be considered are:

- ◆ All children develop at different rates but children's developmental patterns follow the same sequence
- ◆ The development of the child is integrated and although aspects of development are studied separately it is important to recognise that children develop in an integrated holistic way
- ◆ The development of the child is often measured against a 'norm', which is useful in providing a broad framework for the study of child development. It should be pointed out to candidates that this has a negative side in that children who fall outwith the norm might be labelled as different.
- ◆ Development is determined partly by heredity and partly by the environment.

National Unit Specification: support notes (cont)

UNIT Child Development and Health (Intermediate 2)

PC (b) Candidates should consider the key milestones in the **four** aspects of development in children aged birth to 16 years in **each** of the following age groups: 0–3 years; 3–5 years; 5–8 years; 8–12 years; 12–16 years.

- ◆ **Physical development** relates to the development of the body. Milestones relate to the development of gross motor and fine motor skills and changes in the body at puberty.
- ◆ **Social and emotional development** is about learning about feelings and relating with other people in socially appropriate ways. Milestones relate to expressions of emotion, awareness of other people and appropriate reactions to them.
- ◆ **Cognitive development** is the development of the mind or the thinking part of the brain. Milestones include the development of concepts and memory.
- ◆ **Language development** is about learning to speak and communicate. Milestones include early babbling, using single words and holding conversations, arguing and theorising.

PC (c) Candidates should be aware that child development is holistic. Children grow and acquire skills in all aspects of development as they mature. As they acquire physical skills they will also be developing language and cognitive, social and emotional skills.

Outcome 2

A health need is a requirement that must be satisfied in order that children not only survive, but grow and develop and may enable them to reach their full potential. The nature of health needs is ever changing, according to the age and stage of development and life circumstances of the child. Candidates should be aware that each child is a unique human being, with individual requirements and should also be aware of the need to support an individual child's health needs in a holistic way. Candidates should consider each aspect of health in order to provide for children's overall health needs. It should be pointed out to candidates that these needs are inter-related and that as one need is met it can have an effect on some or all of the others.

Physical health needs relate to the physical functioning of the body. Consideration should be given to the following:

- ◆ **Food** is needed for growth, the repair of tissues, energy, heat, to fight infection and to maintain body systems. Candidates should consider how the adult can ensure the provision of a healthy diet.
- ◆ **Rest and sleep** — candidates should be aware that the amount of rest and sleep varies according to the age and stage of development as well as the individual. Candidates should investigate how adults can respond to an individual child's need for rest and sleep.
- ◆ **Protection from injury** — candidates should consider the vulnerability of children to injury. They could link this to the developmental age and stage of the child and consider ways that adults can prevent accidents occurring in a variety of contexts.
- ◆ **Exercise** — candidates should be aware of the importance of exercise in promoting not only physical development in children but also as a means to maintaining health and happiness as well as a harmless outlet for aggression.

National Unit Specification: support notes (cont)

UNIT Child Development and Health (Intermediate 2)

- ◆ **Fresh Air** — candidates should consider the importance of access to fresh air for child health and how the adult may ensure this access.
- ◆ **Medical care** — candidates should be aware of the importance of medical care in the promotion of the health of children. They should consider the role of health professionals and other adults and child health surveillance in monitoring the health and development of the child.
- ◆ **Hygiene** — candidates should consider the importance of high standards of personal hygiene in childhood and explore ways in which adults can promote high standards of personal hygiene in children, eg encouraging hand washing after toileting and teeth cleaning after eating. Candidates should also consider the need for high standards of environmental hygiene. There are policies and procedures in all early education and childcare settings to ensure children's health and well being are maintained.

Social health needs relate to the way we interact with others and form relationships. Candidates should be aware that social interactions enable children to develop a sense of identity and self-esteem. They should be aware of the importance of both primary and secondary stages of socialisation on the health and well-being of the child. Candidates should be aware of the role of the adult in both of these stages and the influence of the family and other carers. The promotion of social health in children encourages appropriate behaviour, a sense of security and an understanding of their place and belonging in a social system.

Emotional health relates to the way we express emotions. It also relates to the way we cope with stress/anxiety. Some of the emotional health needs are:

- ◆ Affection/love
- ◆ Belonging
- ◆ Consistency
- ◆ Independence
- ◆ Achievement
- ◆ Social approval
- ◆ Self-esteem.

Candidates should look at the importance of these across the age range and identify adults in the child's life who can meet these needs. The link should be drawn between this and social health needs.

Cognitive health needs relate to the ability to think and reason. Children need to learn how to concentrate, use their memory and make decisions. Candidates should consider the adult role in encouraging children's cognitive health through provision of appropriate activities and opportunities to develop concepts, investigate and explore and for new experiences.

National Unit Specification: support notes (cont)

UNIT Child Development and Health (Intermediate 2)

Language health is closely linked to cognitive health. Language and communication skills are important for the expression of thoughts and feelings. Good language and communication skills relate to social and emotional health as they encourage social interaction and the development of relationships.

Candidates should consider how adults can encourage children to develop language skills, help them explore their ideas and increase their vocabularies.

Outcome 3

Candidates should investigate and evaluate health factors that contribute to children's developmental progress.

- ◆ **Nutrition** — Candidates should consider the importance of a balanced diet in maintaining a healthy body and promoting physical, emotional and cognitive health.
- ◆ **Provision of rest and sleep** — Candidates should consider the importance of rest and sleep to the body and the benefits that it brings in terms of increased appetite, increased energy, increased resistance to infection and increased concentration.
- ◆ **Access to fresh air** — Candidates should consider the benefits of access to fresh air which can enhance cognitive processes and reduce the risk of infection.
- ◆ **Medical care** — The role of immunisation programmes could be considered and candidates could examine literature and leaflets used to promote such programmes. Candidates should consider access to medical care for treatment of minor conditions such as ear infections or allergic conditions such as asthma and eczema.
- ◆ **Hygiene** — Candidates should consider the benefits of good hygiene which can help prevent infection, increase self-esteem and social acceptance and establish patterns for later life.

Candidates should investigate and evaluate health factors that impede children's developmental progress.

- ◆ **Nutrition** — Candidates could explore the effects which the lack of a balanced diet may have on the physical, emotional and cognitive health of the child.
- ◆ **Provision of rest and sleep** — Candidates could look at the rest and sleep needs of a variety of ages of children and the causes and effects of sleeplessness in children.
- ◆ **Access to fresh air** — Candidates should explore the effects of lack of fresh air and poor ventilation on the health and development of children which can include feelings of tiredness, lack of concentration and headaches. Yawning and sighing are not just signs of boredom but attempts by the body to get more air in and out of the lungs.
- ◆ **Medical care** — Candidates should be aware of the potential side effects and contra-indicators of immunisation to enable them to take a balanced view. The potential effects of lack of access to medical treatment for allergic conditions or minor infections could be investigated.

National Unit Specification: support notes (cont)

UNIT Child Development and Health (Intermediate 2)

- ◆ **Hygiene** — Candidates should consider the effects of poor hygiene which can expose children to the risk of infection, cause low self-esteem, impede social acceptance and establish unhealthy patterns for later life.
- ◆ **Short-term and long-term illness** — Candidates could explore how a short-term illness such as chickenpox may temporarily impede a child's developmental progress. They may also investigate how long-term illnesses or conditions such as cystic fibrosis, diabetes mellitus or cancer may impede developmental progress.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

A holistic approach should be taken in the delivery of this Unit. There is no requirement to teach the Unit Outcome by Outcome, and the approach taken should allow the candidates to see the links between the health and development of the child. The approach taken throughout the Unit should be a practical interactive one, with candidates presented with workshops and opportunities for active learning. There should be a balance between teacher/lecturer presentation and candidate centred learning. Advice on approaches to learning is integrated throughout the previous section.

Some of the approaches used could include:

- ◆ Practical exercises in small groups
- ◆ Case studies
- ◆ Worksheets
- ◆ Individual research, including the use of the internet
- ◆ Video/audio material
- ◆ Use of relevant visiting speakers
- ◆ Visiting speakers, eg health visitor/public health practitioner
- ◆ Visits to initiatives, eg baby clinic.

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 may work in groups and investigate child development and health using information technology. These activities offer opportunities for developing aspects of Working with Others and Communication.

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.

An appropriate Instrument of Assessment would be a closed-book, supervised test with a time limit of 45 minutes. The test could contain restricted and extended response questions which will allow candidates the opportunity to generate evidence of achievement of all of the Outcomes and Performance Criteria.

The standard to be applied is exemplified in the National Assessment Bank (NAB) item for this Unit.

National Unit Specification: support notes (cont)

UNIT Child Development and Health (Intermediate 2)

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: general information

UNIT Play in Early Education and Childcare (Intermediate 2)

CODE DM41 11

COURSE Early Education and Childcare (Intermediate 2)

SUMMARY

This Unit allows candidates to develop an understanding of the benefits of a variety of types of play to children aged 0–12 years. The candidate will learn how children benefit from a range of play experiences through planning, setting up and reviewing play experiences, either in a real or simulated context. The candidate does not require to have a work placement to complete this Unit but may benefit from visiting early education and childcare settings which offer high quality child-centred play provision.

This Unit is a mandatory 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 childcare and education sector and who wish to progress to further levels of study in early education and childcare.

OUTCOMES

- 1 Demonstrate knowledge and understanding of the benefits of play experiences for children aged 0–12 years.
- 2 Plan play experiences for children aged 0–12 years.
- 3 In a real or simulated context, implement planned play experiences for children aged 0–12 years.
- 4 Evaluate planned play experiences for children aged 0–12 years.

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:

- ◆ the Unit *Play in Early Education and Childcare (Intermediate 1)*
- ◆ a Course or Unit in Care at Intermediate 1

Administrative Information

Superclass: GA

Publication date: April 2007

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National Unit Specification: general information (cont)

UNIT Play in Early Education and Childcare (Intermediate 2)

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 Play in Early Education and Childcare (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 benefits of play experiences for children aged 0–12 years.

Performance Criteria

- (a) Explain how children aged 0–12 years benefit from play.
- (b) Explain how play supports the individual development of the child.
- (c) Describe the role of the adult in supporting play.

OUTCOME 2

Plan play experiences for children aged 0–12 years.

Performance Criteria

- (a) Each plan briefly describes the aims of the play experience in relation to the care, learning and development of the child.
- (b) The role of the adult in the play experience is clearly described.
- (c) The planned time allocated is appropriate to the experience and age group.
- (d) Each plan takes account of the importance of consulting with others.
- (e) Appropriate resources are described for the play experience.
- (f) Each plan takes account of health and safety considerations.

OUTCOME 3

In a real or simulated context, implement planned play experiences for children aged 0–12 years.

Performance Criteria

- (a) Prepare resources to set up planned play experiences.
- (b) Set up play experiences in accordance with plans and health and safety requirements.
- (c) Participate in play experiences.
- (d) Observe and record the play experiences.

National Unit Specification: statement of standards (cont)

UNIT Play in Early Education and Childcare (Intermediate 2)

OUTCOME 4

Evaluate planned play experiences for children aged 0–12 years.

Performance Criteria

- (a) The planning process is evaluated in terms of meeting the care, learning and development needs of the child.
- (b) The implementation of the planned play experience is evaluated.
- (c) Own contribution to planning and implementing the play experience is evaluated in terms of strengths and areas for improvement.
- (d) Action points for the future are identified in light of feedback.

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/oral evidence is required for this Unit to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria:

Candidates will be assessed by means of a short case study and a folio.

The case study, with associated questions relating to Outcome 1, will be conducted in controlled supervised conditions within a time limit of 30 minutes. Achievement in this case study may be decided by the use of a cut-off score. The case study will provide evidence that the candidate is able to:

- ◆ describe **at least two** benefits of play for children between the ages of 0–12 years
- ◆ explain **at least two** benefits of play to support the individual development of children between the ages of 0–12 years
- ◆ describe the role of the adult in supporting play

The folio will contain:

- ◆ two plans for play experiences:
 - a plan for one type of play experience for one of the specified age groups within the range 0–12 years as specified in the Appendix to the Statement of Standards
 - a plan for a different type of play experience for a different age group within the range 0–12 years as specified in the Appendix to the Statement of Standards
- ◆ a record of candidate's involvement in two planned play experiences

National Unit Specification: statement of standards (cont)

UNIT Play in Early Education and Childcare (Intermediate 2)

- ◆ a review of each of the play experiences for the two age groups, in terms of:
 - how effective the planning process was in terms of meeting the development needs of the children
 - how effective the implementation of the play experience was
 - the effectiveness of own contribution to planning and implementing the play experience. This must include strengths and areas for improvement
 - action points for the future, in light of feedback

- ◆ teacher/lecturer comment:
 - the teacher/lecturer must complete a comment sheet covering the candidate's planning, setting up and review of their two play experiences.

The National Assessment Bank item (NAB) for this Unit provides details of the assignments, and a record of personal involvement template. Centres wishing to develop their own assessments should refer to the NAB to ensure a comparable standard.

National Unit Specification: support notes

UNIT Play in Early Education and Childcare (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.

The content of this Unit is designed to develop the candidate's knowledge and understanding of the nature and value of play and how it contributes to a child's care, learning and development. It is also designed to develop skills in planning and setting up play experiences, and in reviewing both the planning process and the implementation of play experiences.

Candidates will learn that play experiences, if designed around children's needs, will harness the children's own inquisitiveness and encourage them to explore their surroundings and engender a love of learning although they, and perhaps even the parent, will not recognise that they are learning. The child is simply enjoying new experiences.

Candidates will also learn the importance of supporting children through this process and ensuring that artificial barriers to the development process are not introduced. Candidates should demonstrate an understanding of this appropriate to the level of this Unit.

It is important to recognise that some candidates may not have experienced a variety of play experiences. They will have the opportunity to discuss play types and experiences, and be given guidance in how these experiences contribute to the child's care, learning and development. Candidates will also gain an understanding of the role of the adult in the various play situations and throughout the age ranges of the children.

The content of the Unit will cover:

- ◆ knowledge and understanding of the benefits of play for children
- ◆ planning play experiences across the age range and different types of experiences
- ◆ setting up the planned play experiences in a real or simulated context
- ◆ reflecting on how the plan and the experience worked

Employability Skills

In this Unit candidates will be assessed for:

- ◆ working co-operatively with others
- ◆ planning and preparation
- ◆ reviewing and evaluating own skills development
- ◆ time management skills
- ◆ health and safety awareness
- ◆ understanding roles and responsibilities

National Unit Specification: support notes (cont)

UNIT Play in Early Education and Childcare (Intermediate 2)

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

- ◆ dressing appropriately for working with children
- ◆ demonstrating a responsible attitude in all aspects of working with children

Knowledge and understanding

Candidates will, through a variety of methods, develop knowledge and understanding of how different types of play and play experiences benefit children. They should be given the opportunity to define play, and explore their own ideas and childhood play experiences, prior to exploring children's play. Some candidates may have had very limited play experiences as a child and it may be necessary for them to explore play experiences before asking the question 'What is play and why is it important?' Some characteristics of play will be identified:

- ◆ children play every day
- ◆ play is essential to children's care, learning and development
- ◆ children play for its own sake
- ◆ play is an essential need of every child
- ◆ play is the right of every child
- ◆ children choose to play, and what they want to play

Candidates should have the opportunity to identify play experiences suitable for different ages of children, and then identify the benefits of these experiences for the child. This means exploring age appropriate play experiences, eg a three-year-old can play with puppets as can a twelve-year-old but they are involved in the experience at their level of development and may derive different benefits from the experience. The benefits of play for children should be identified in terms of their development and well-being, ie social, physical, cognitive, linguistic and emotional. Candidates should have the opportunity to identify the benefits of play to support individual development. In particular, a child with an identified or individual need can be supported through quality play experiences.

The Appendix to the Statement of Standards for this Unit states the mandatory types of play which **must** be covered. Other types of play may be included in addition. In the following list, there are suggested play experiences in each play type. Not all experiences should be covered and the list of experiences is not prescriptive.

Play types and play experiences:

Symbolic play

- ◆ play with toys
- ◆ junk modelling
- ◆ role play
- ◆ imaginative play
- ◆ dance and drama

National Unit Specification: support notes (cont)

UNIT Play in Early Education and Childcare (Intermediate 2)

Books and play which supports language enrichment

- ◆ reading stories
- ◆ sharing stories and making up stories
- ◆ making books with children
- ◆ imaginative play
- ◆ role play
- ◆ puppets
- ◆ story boards
- ◆ drama
- ◆ songs with actions
- ◆ poetry and rhymes
- ◆ traditional stories

Creative play

- ◆ musical activities
- ◆ crafts
- ◆ construction
- ◆ drawing, painting, etc
- ◆ clay, dough, sculpting, etc
- ◆ movement and dance
- ◆ imaginative play and drama
- ◆ junk modelling
- ◆ sewing, weaving, tie-dye, t-shirt painting and textiles

Discovery Play

- ◆ sensory play
- ◆ exploratory play
- ◆ water play
- ◆ sand play
- ◆ play using natural elements
- ◆ environmental activities
- ◆ 'loose parts' (*items that can be moved from place to place, carried, rolled, lifted, piled one on top of the other or combined to create new structures or experiences*)

Vigorous play

- ◆ running, jumping, racing, chasing
- ◆ group games
- ◆ parachute games
- ◆ dance
- ◆ bikes, scooters, tricycles, go-karts, roller blades, skateboards, etc
- ◆ play with equipment — climbing frames, swings, slides, tunnels, etc
- ◆ outdoor activities
- ◆ adventure play
- ◆ circus skills
- ◆ earth balls, egg balls, etc
- ◆ soft play or bouncy castles, etc

National Unit Specification: support notes (cont)

UNIT Play in Early Education and Childcare (Intermediate 2)

Play with Technology

- ◆ using real tools
- ◆ cooking, baking
- ◆ working with wood and tools
- ◆ scientific play
- ◆ taking things apart — clocks, radios, etc
- ◆ using computers
- ◆ using the internet
- ◆ audio/visual activities, ie making films, taking photographs, etc
- ◆ using CAD/ games software

Games

- ◆ physical games
- ◆ group games
- ◆ ball games
- ◆ team games
- ◆ board games
- ◆ dance and singing games
- ◆ traditional games
- ◆ sports

Planning play experiences

Candidates should be able to describe the role of the adult in planning play experiences for children aged 0–12 years. In this Unit, candidates are being asked to plan specific play experiences for children, that is ‘activity planning’. They are not being asked to make long or medium-term plans.

Candidates will learn that the keys to good practice in planning in an early education and childcare setting are:

- ◆ involving the children
- ◆ individual needs and interests of children

Candidates must have the opportunity to plan play experiences, either in practical workshop sessions, or within early education and childcare settings. The play experiences should cover a range of types of play and age groups:

- ◆ babies and toddlers (0–3 years)
- ◆ pre-school age children (3–5 years)
- ◆ early school age children (5–8 years)
- ◆ older primary children (8–12 years)

The candidates should show an understanding of different early education and childcare settings when planning for play experiences, for example, play experiences are different in a baby room, from an open access play provision. The play space will be different, as will the resources available.

National Unit Specification: support notes (cont)

UNIT Play in Early Education and Childcare (Intermediate 2)

Set up planned play experiences

Candidates should be given the opportunity to set up their planned play experiences. This can either be in an early education and childcare setting, or more likely, in a realistic simulation, ie of a playroom. The candidate must set up for the play experiences taking into account their planning, health and safety, play space, and the best play experience for children within the age ranges.

Candidates should also have the opportunity to discuss the role of the adult in supporting play experiences. Adults should listen to children; observe children; make suggestions; organise materials and equipment; facilitate play experience; and identify the benefits of play experience.

Candidates should identify the benefits of adults ‘joining in play’ and also the benefits of the adults as observers of play. They should become aware of the skills adults need when taking part in play with children, ie:

- ◆ encouraging children
- ◆ listening to children
- ◆ deciding to join in or not
- ◆ responding to unexpected opportunities for play
- ◆ positive interaction with children
- ◆ recognising when to change play or activities or resources
- ◆ allowing children to take ownership of play experiences
- ◆ allowing children to extend and develop play experiences
- ◆ being flexible
- ◆ praising children

They should consider a variety of scenarios and discuss the benefits to the child of adults ‘playing’ or not. They should have the opportunity to discuss the type of ‘joining in’ that is most beneficial, and they should consider a list of skills for ‘joining in’ play, such as:

- ◆ play when invited to play by a child
- ◆ join in when the play needs some support
- ◆ play when direction is needed for the play
- ◆ play when children may harm themselves or others
- ◆ don’t take over play; don’t tell everyone what to do
- ◆ don’t make a list of rules for a child-invented game

Candidates should have the opportunity to identify children’s play cues and children’s levels of participation in play experiences. This may be done using video, Information and Communication Technology or observation within an early education and childcare setting. They should have the opportunity to discuss these ‘real’ play experiences in light of their knowledge of the above skills. Candidates should participate in observation of children at play, in terms of their level of interest, enjoyment, concentration and participation. This should assist with their planning of play experiences that meet individual needs and interests; and provide stimulation, challenge and fun; and offer choice, flexibility and variety.

National Unit Specification: support notes (cont)

UNIT Play in Early Education and Childcare (Intermediate 2)

Evaluating planned play experiences

The evaluation should be based on the planning, and the reason for providing the play experience:

- ◆ did the planning work?
- ◆ did the play experiences do what they set out to do?
- ◆ what were the benefits to the children?

Candidates should consider what information is required in order to evaluate play experiences. They should observe the children whilst playing, listen to the children during and after the play experience and get feedback from the staff team or adults involved.

In group discussion, simple questions can be asked that will inform the evaluation process, ie:

Planning

- ◆ Was the preparation adequate?
- ◆ Were all the materials and resources available?
- ◆ Were these the best resources for this play experience?
- ◆ Was there enough time for the play experience?
- ◆ How easy was the play experience to support, supervise or direct?
- ◆ Was the play experience appropriate for the space available, time allocated, etc?

Implementation

- ◆ Did the child/ children show signs of enjoying themselves?
- ◆ Were the children focussed on the play experience or were they easily distracted?
- ◆ Did the play experience stimulate discussion and conversation?
- ◆ Did the children participate fully? If not, why not?
- ◆ Was the play experience appropriate for the age of the children involved?

Benefits to the child

- ◆ What opportunities for learning occurred, if any?
- ◆ What feedback did you get from the children involved?
- ◆ What were the social, physical, cognitive, emotional and linguistic benefits?

Candidates should have the opportunity to evaluate their own role in the play process. They should consider the contribution they made to:

- ◆ planning play experiences
- ◆ setting up of play experiences
- ◆ group discussion in relation to evaluation

National Unit Specification: support notes (cont)

UNIT Play in Early Education and Childcare (Intermediate 2)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It would be appropriate to integrate Outcomes in this Unit, bringing theory and practice together. The delivery of this Unit should be experiential and lecturer presentation should be minimal. Candidates must be given opportunities for practical workshop sessions, covering all of the types of play mentioned in the Appendix to the Statement of Standards. Centres should organise resources to enable candidates to simulate the play environment across the age range.

Candidates should have access to relevant documentation and guidelines, as well as up-to-date topical periodicals, magazines and catalogues. Visits to, or visiting speakers from early education and childcare settings and libraries would be beneficial for candidates. When inviting speakers and arranging visits, candidates, under supervision, should be encouraged to take responsibility for writing letters, making phone calls to arrange hospitality, etc.

A variety of teaching/learning methods could be used throughout the Unit:

- ◆ small group discussion
- ◆ case studies
- ◆ individual and group research — paper-based and web-based reference material could be used
- ◆ outside speakers from early education and childcare settings
- ◆ video/audio material
- ◆ practical workshop sessions
- ◆ teacher/lecturer-led activities

By using a combination of these methods, candidates will develop knowledge and understanding and practical skills in planning, setting up and evaluating play experiences.

In this Unit there are opportunities to build up an understanding of the challenges of working in an early education and childcare setting; of the need for careful planning of play experiences, the wide variety of different play activities and their importance to the child's development. Through observation, experience and reflection, the candidates will become more aware of the demands of working in the sector and of the skills, qualities, attitudes and knowledge-base required of prospective employees. There are good opportunities in this Unit for self-evaluation and for seeking feedback from others. These are skills that employers value. Candidates will also learn to take account of health and safety considerations in workplace settings. This will enhance their awareness of the responsibilities of employees and employers in the workplace.

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 work co-operatively with others in carrying out practical investigations into play; in planning, setting up and evaluating play experiences. Opportunities for developing aspects of written and/or oral communication will arise during class discussions, group interactions and evaluations of play plans.

National Unit Specification: support notes (cont)

UNIT Play in Early Education and Childcare (Intermediate 2)

This Unit is a mandatory Unit in the Intermediate 2 Early Education and Childcare Course. It is recommended that it should be delivered within the context of this Course. There are good opportunities to integrate aspects of this Unit with the Unit *Working in Early Education and Childcare (Intermediate 2)*. Candidates will be able to monitor and review their employability skills and attitudes in relation to the practical play activities in this Unit.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The evidence for the folio may be gathered at different points throughout the Unit. Implementation of planned play experiences may be in real or simulated workplace settings.

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 Play in Early Education and Childcare (Intermediate 2)

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

Mandatory list of play types:

- ◆ symbolic play
- ◆ books and play that supports language enrichment
- ◆ creative play
- ◆ discovery play
- ◆ vigorous play
- ◆ play with technology
- ◆ games

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

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

National Unit Specification: general information

UNIT Working in Early Education and Childcare (Intermediate 2)

CODE DM84 11

COURSE Early Education and Childcare (Intermediate 2)

SUMMARY

This Unit allows the candidate to develop an understanding of the early education and childcare sector and to explain ways in which the sector meets the care, learning and development needs of children aged 0–12. Candidates will consider career options within the sector and the skills, qualities, attitudes and qualifications required to fulfill these roles. They will reflect on their own skills, qualities, attitudes and achievements in relation to these. There is no requirement for candidates to have a placement within an early education and childcare setting but the candidate will carry out an investigation of the sector. This may require the candidate to visit early education and childcare settings. Candidates will work and be assessed in groups, as well as individually.

This Unit is a mandatory Unit in the Course *Early Education and Childcare (Intermediate 2)* and has been designed to be taken as part of this Course. 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 Contribute to a group investigation into provision in the early education and childcare sector.
- 2 Evaluate the skills, qualities and attitudes required to work in the early education and childcare sector.
- 3 Investigate and plan career options in the early education and childcare sector.

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:

- ◆ the Unit *Working in Early Education and Childcare (Intermediate 1)*
- ◆ a Course or Unit in Care at Intermediate 1

Administrative Information

Superclass: GA

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National Unit Specification: general information (cont)

UNIT Working in Early Education and Childcare (Intermediate 2)

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 Working in Early Education and Childcare (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

Contribute to a group investigation into provision in the early education and childcare sector.

Performance Criteria

- (a) Agree roles and methods for the group investigation into types of provision in the early education and childcare sector.
- (b) Working with others in an agreed role, investigate the types of provision and settings within these in the early education and childcare sector for children in the age range 0–12 years.
- (c) Explain how one setting within a type of provision in each of the different age groups meets the needs of the child.
- (d) Explain how one setting within a type of provision in each of the different age groups supports families with children.
- (e) Review the methods used by the group in carrying out the investigation and suggest areas for improvement.

OUTCOME 2

Evaluate the skills, qualities and attitudes required to work in the early education and childcare sector.

Performance Criteria

- (a) Describe the skills, qualities and attitudes required to work in the early education and childcare sector.
- (b) Contribute to group discussion, explaining why these skills, qualities and attitudes are important.
- (c) Evaluate own skills, qualities and attitudes in relation to those required to work in the sector.
- (d) Monitor and review own skills, qualities and attitudes in relation to those required to work in the sector.

National Unit Specification: statement of standards (cont)

UNIT Working in Early Education and Childcare (Intermediate 2)

OUTCOME 3

Investigate and plan career options in the early education and childcare sector.

Performance Criteria

- (a) Identify a range of professional roles in the early education and childcare sector.
- (b) Describe the roles of two early education and childcare professionals in the sector.
- (c) Identify the qualifications required to fulfil these roles.
- (d) Produce a route map for progression in a chosen career.

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.

The evidence for this Unit, covering all the Outcomes and Performance Criteria, will be gathered through the production of a single portfolio of evidence. This will be developed by the candidate throughout the Unit and will be based on class work and candidate's investigations, either individual or with others.

The folio should contain:

- ◆ a group plan showing methods and agreed roles
- ◆ a summary of types of provision and settings within these
- ◆ an explanation of how one setting within a type of provision in **each** of the different age groups, meets the needs of the child and the family
- ◆ a review of the investigative process used by the group, with suggestions for improvement
- ◆ a description of a minimum of six skills, six qualities and three attitudes that are required to work within the early education and child care sector
- ◆ evidence of the candidate's contribution to a group discussion on explaining why these skills, qualities and attitudes are important
- ◆ a reflective account, including examples, of candidate's own skills, qualities and attitudes in relation to those required to work in the early education and childcare sector
- ◆ a candidate review sheet providing evidence that these skills, qualities and attitudes have been monitored and reviewed a minimum of three times over a period of time
- ◆ identification of a range of professional roles in the early education and childcare sector
- ◆ a description of the roles and qualifications of two professionals in the early education and childcare sector
- ◆ a short description or diagram outlining a route for progression in a chosen career in the early education and childcare sector

A teacher/lecturer checklist will provide evidence of participation in group discussion.

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 Working in Early Education and Childcare (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.

By the end of this Unit candidates will:

- ◆ have an understanding of the range of early education and childcare provision for children aged 0–12 years
- ◆ have an understanding of how this provision supports children and families
- ◆ have reflected on the investigative process
- ◆ be able to describe skills, qualities and attitudes required to work within the early education and childcare sector
- ◆ understand the importance of these skills, qualities and attitudes and be able to relate them to their own skills, qualities and attitudes
- ◆ be aware of a range of careers available within the early education and childcare sector and know what qualifications are required to fulfill these roles
- ◆ have developed a possible pathway towards a career in early education and childcare

Employability Skills

In this Unit candidates will be assessed for:

- ◆ working co-operatively with others
- ◆ reviewing and evaluating own skills development
- ◆ communication skills
- ◆ gathering, collating and evaluating information
- ◆ research skills
- ◆ understanding roles and responsibilities

This Unit provides an opportunity to raise awareness of the importance of:

- ◆ taking advice and dealing with feedback
- ◆ demonstrating a responsible attitude in all aspects of working with children

National Unit Specification: support notes (cont)

UNIT Working in Early Education and Childcare (Intermediate 2)

Outcome 1

Following a brief presentation from the teacher/lecturer, the candidate, working with others, will investigate a variety of provision for children aged 0–12 years. This should include:

- ◆ Local Authority provision, including settings such as nursery schools and classes, primary schools
- ◆ voluntary provision, including settings such as playgroups, out of school clubs, summer play schemes, crèches
- ◆ private provision, including settings such as private nurseries and independent schools

Candidates may find it easier to investigate provision within a geographical area, however, the teacher/lecturer should ensure that the full range of provision is investigated. Candidates should use this information to explain, either as individuals or in groups, how this provision meets the needs of children and what support is offered to parents. Some revision may be required regarding the needs of children.

Candidates should review the methods used to gather the information for this Outcome. Candidates should be encouraged to compare reviews as this should lead to discussion of different learning styles, ie, how one method is preferred by one candidate and not another. Suggestions for improving the methods of investigation should also be discussed.

Outcome 2

Candidates should be able to describe some of the skills, qualities and attitudes that they need to work in an early education and childcare setting. Candidates need to explore these in relation to:

- ◆ those required to work with children
- ◆ those required to work as part of a team

Whilst working in an early education and childcare setting, candidates will need to build positive relationships with children, parent/carers, families, colleagues and others. They should explore the difference between skills, qualities and attitudes and apply these to themselves as well as working in an early education and childcare setting.

National Unit Specification: support notes (cont)

UNIT Working in Early Education and Childcare (Intermediate 2)

Some of the skills, qualities and attitudes that candidates may describe could be:

Skills

- ◆ communication skills
- ◆ creative skills
- ◆ ability to use own initiative
- ◆ ability to relate to children and adults
- ◆ planning and observation skills

Qualities

- ◆ openness and honesty
- ◆ reliability and trustworthiness
- ◆ interest and enthusiasm
- ◆ patience and tolerance
- ◆ sensitivity and empathy

Attitudes

- ◆ positive attitude
- ◆ accept advice willingly
- ◆ flexible
- ◆ respect children as individuals
- ◆ respect colleagues and other adults

These should be underpinned by respect for individuals, recognising and valuing diversity, and an understanding of the need for confidentiality. Candidates should translate these qualities into practical caring skills and be able to relate each one to practice. For example, greeting children in the morning is showing respect. This could be broadened to encompass employability skills, eg turning up on time is a sign of reliability. Candidates should also be aware of the importance of basic communication skills required to work in early education and childcare. They should consider:

- ◆ body language
- ◆ speaking clearly
- ◆ listening actively

Candidates should reflect on these skills, qualities and attitudes in relation to themselves. They should evaluate which skills, qualities and attitudes they have and which would require further development. They should reflect on any barriers to developing these skills, qualities and attitudes and should produce a personal action plan.

National Unit Specification: support notes (cont)

UNIT Working in Early Education and Childcare (Intermediate 2)

Outcome 3

The investigation for Outcome 1 could also be used to find information for identifying and describing the roles of professionals in the sector. Candidates should find out about a variety of careers in the early education and childcare sector. They should use as a benchmark the levels for employment specified by the Scottish Social Services Council (SSSC) — support worker, practitioner and lead-practitioner/manager. They should look at the roles and responsibilities for each of these levels. They should also look at the role of the teacher within the early education and childcare sector, particularly pre-school provision. The SSSC website gives a list of qualifications for each level and candidates should use this to find out what training is available to them. Using this information they should identify which career path they might realistically be able to follow.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1

Candidates should use a variety of methods to investigate differing types of provision. These could include:

- ◆ personal experience
- ◆ using the internet
- ◆ using books, magazines and periodicals
- ◆ visiting types of provision for the sector
- ◆ outside speakers
- ◆ interviewing 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 by the candidates themselves. They should make phone calls, write letters, organise hospitality and follow up visits and speakers with thank you letters and calls.

Candidates should use the material gathered to explain how the provision supports the child and family. This may be done through group discussion, presentations, leaflet/poster making.

In reviewing the process, candidates could be given questionnaires and should look at the advantages and disadvantages of the methods used. Suggestions for improving the methods of investigation should also be discussed.

National Unit Specification: support notes (cont)

UNIT Working in Early Education and Childcare (Intermediate 2)

Outcome 2

Candidates should be involved in describing and discussing skills, qualities and attitudes by the use of case studies and through video footage. They may also reflect on any placement/work experience opportunities that they may have had. Candidates should be able to translate the abstract skills, qualities and attitudes into practical caring skills and this should be done in group settings. This will encourage candidates to work and reflect on practice as part of a team. Role play could be used to simulate actual scenarios, eg coming late to work, answering phone calls and these could be recorded using video/audio tape. Candidates should relate the skills, qualities and attitudes to themselves and this could be achieved through quizzes, case study and through individual goal setting sessions. These should be recorded and kept in each candidate's file. Throughout the Unit candidates should be encouraged to display in class the skills, qualities and attitudes required to work in the sector, eg come to class on time, respect others, listen carefully; and consideration should be given to the class agreeing to a set of rules within the class. This should be negotiated with the class and not imposed by the teacher/lecturer.

Outcome 3

Similar research methods as those used in Outcome 1 should be used to find out about career options and the investigations for these Outcomes could in fact be integrated. Candidates could find out about the range of provision, and the roles of people who work in them at the same time. Candidates should have access to the SSSC website. Candidates could interview people employed in a variety of roles within the early education and childcare sector, either in the workplace or as speakers in class. Candidates could arrange details of these visits, as described for Outcome 1 above. Candidates could have input from careers guidance staff to support their chosen career pathway and should have a wide range of literature, prospectuses, etc to support this.

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 early education and childcare provision and in planning, implementing and evaluating provision. Problem solving will be a key element of the work as the candidates will decide what information needs to be gathered. Opportunities for developing aspects of written and oral communication will arise during the practical investigation and group interaction. There may also be opportunities to develop skills in Information Technology during the investigation and in the presentation of the folio.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The folio could be presented in a variety of formats and candidates could consider using Information Communication Technology to record the evidence required for their folio, eg digital photography, web material saved on disc, diagrams, video diary, etc.

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification. The learning and teaching advice above encompasses the gathering of evidence for assessment. 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 must be carried out under supervision.

National Unit Specification: support notes (cont)

UNIT Working in Early Education and Childcare (Intermediate 2)

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: Working in Early Education and Childcare (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

Candidates should consider the following types of provision:

- ◆ Local Authority
- ◆ Private
- ◆ Voluntary

Within each of the above types there is a number of settings.

Outcome 3

Candidates should consider career options within the roles described by the Scottish Social Services Council, ie support worker, practitioner and lead practitioner/manager, as well as the role of the teacher/lecturer within the early education and childcare sector.

National Unit Specification: general information

UNIT	Parenting (Intermediate2)
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

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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

National Unit Specification: general information

UNIT	First Aid (Intermediate 2)
CODE	F19M 11
COURSE	Early Education and Childcare (Intermediate 2)

SUMMARY

This Unit is an optional Unit in the Early Education and Childcare (Intermediate 2) Course but is also suitable for candidates wishing to study the Unit on its own. It is suitable for candidates who have no prior knowledge or experience of first aid.

The aim of this Unit is to introduce the candidate to the skills needed to deal effectively with casualties who are injured or who suffer a sudden illness prior to medical aid being available. Candidates will learn the current first aid procedures used to save a life by following the procedures set out in the Health and Safety Executive Guidelines. This will ensure that correct decisions and actions are taken promptly and effectively.

The Unit is suitable for candidates who wish to gain employment, or may already be employed, in the early education and childcare sector working under supervision as well as those in any field of employment.

OUTCOMES

- 1 Explain the management of first aid incidents in line with current Health and Safety Executive Guidelines.
- 2 Explain the assessment, management and treatment of a casualty in need of resuscitation in line with current Health and Safety Executive Guidelines.
- 3 Describe the assessment, management and treatment of a variety of injuries and medical conditions in line with current Health and Safety Executive Guidelines.
- 4 Demonstrate the assessment, management and treatment of a variety of injuries and conditions in line with current Health and Safety Executive Guidelines.

Administrative Information

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National Unit Specification: general information (cont)

UNIT First Aid (Intermediate 2)

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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 First Aid (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 the management of first aid incidents in line with current Health and Safety Executive Guidelines.

Performance Criteria

- (a) Explain the initial assessment process when dealing with an incident.
- (b) Describe the measures required to ensure safety of the casualty, the first aider and others at risk.
- (c) Explain the process of assessing treatment priorities.
- (d) Describe the processes of summoning assistance and passing on information.

OUTCOME 2

Explain the assessment, management and treatment of a casualty in need of resuscitation in line with current Health and Safety Executive Guidelines.

Performance Criteria

- (a) Explain the process of assessment applied to a casualty in need of resuscitation.
- (b) Explain the management of the casualty in need of resuscitation.
- (c) Explain the resuscitation process.

OUTCOME 3

Describe the assessment, management and treatment of a variety of injuries and medical conditions in line with current Health and Safety Executive Guidelines.

Performance Criteria

- (a) Describe the assessment and management of a casualty with an injury.
- (b) Describe the assessment and management of a casualty with a medical condition.
- (c) Describe the treatment of these injuries and conditions.

National Unit Specification: statement of standards (cont)

UNIT First Aid (Intermediate 2)

OUTCOME 4

Demonstrate the assessment, management and treatment of a variety of injuries and conditions in line with current Health and Safety Executive Guidelines.

Performance Criteria

- (a) Demonstrate the assessment of casualties.
- (b) Demonstrate the appropriate management of casualties.
- (c) Demonstrate the appropriate treatment of casualties.
- (d) Demonstrate the resuscitation procedures for a casualty.
- (e) Place someone in the recovery position.

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 oral evidence, performance evidence and additional evidence is required to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria.

Outcome 1

Written and/or oral evidence should be produced under closed-book, supervised conditions within a time limit of **20 minutes**. As candidates will develop their knowledge as they study the content related to this Outcome, it is appropriate for candidates to attempt this assessment once they have covered all relevant content.

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

Outcomes 2 and 3

Written and/or oral evidence, produced under closed-book, supervised conditions, is required to demonstrate that candidates have achieved both Outcomes and all of the Performance Criteria.

One injury and **one** condition from those listed in the Appendix to the Statement of Standards should be covered in the assessment. Candidates must not be aware of the specific injury and condition chosen before the assessment event. If reassessment is required, a different injury and/or condition should be sampled.

Assessment for these two Outcomes should be integrated with the assessment for Outcome 4.

National Unit Specification: statement of standards (cont)

UNIT First Aid (Intermediate 2)

Outcome 4

In relation to this Outcome, performance evidence and additional evidence to supplement the performance evidence is required to demonstrate that candidates have covered the Outcome and all of the Performance Criteria.

Performance evidence must cover:

- ◆ the assessment, management and treatment of **one** casualty with **one** of the injuries listed in the Appendix to the Statement of Standards
- ◆ the assessment, management and treatment of **one** casualty with **one** of the conditions listed in the Appendix to the Statement of Standards
- ◆ the resuscitation of **either** an infant **or** a child **or** an adult
- ◆ placing someone in the recovery position.

Additional evidence must cover:

- ◆ the differences between the resuscitation of the category of casualty demonstrated and the two categories not demonstrated
- ◆ a description of the assessment, management and treatment of one other injury and one other condition

If reassessment is required, the evidence should relate to a different injury, condition and/or category of casualty in need of resuscitation.

The standard to be applied, the breadth of coverage, appropriate cut-off score for Outcome 1 and appropriate assessor checklists are illustrated in the National Assessment Bank (NAB) items available for this Unit. Centres wishing to develop their own assessments should refer to the NAB to ensure a comparable standard.

National Unit Specification: support notes

UNIT First Aid (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.

It is important to note that this Unit will not qualify candidates as a Health and Safety approved Work Place First Aider.

This Unit is an optional Unit in the following qualifications:

- ◆ Early Education and Childcare (Intermediate 2) Course
- ◆ National Certificate Group Award in Early Education and Childcare (Higher)
- ◆ National Certificate Group Award in Health and Social Care (Higher).

It can also be delivered as a free-standing Unit and is suitable for those who have no prior experience of first aid.

The aim of the Unit is to introduce candidates to the knowledge and skills necessary to deal effectively with casualties who are injured or who suffer a sudden illness, prior to being placed in the care of medically qualified personnel. The Unit should be delivered in the context of current procedures, identified in Health and Safety Executive Guidelines.

Candidates will learn about the management of incidents including road traffic accidents, fires, electrical injuries and water rescues. They will also learn how to assess a casualty: this assessment will cover primary and secondary surveys and physical examination of a casualty.

The assessment, management and treatment of a variety of injuries and conditions, including casualties in need of resuscitation, will be studied and practically demonstrated. Where this Unit is delivered as part of the qualifications mentioned above teachers/lecturers should focus on the first aid priorities within the care sector. Those delivering the Unit in a different context should focus on the priorities in their particular vocational area.

Employability Skills

In this Unit candidates will be assessed for:

- ◆ health and safety awareness
- ◆ decision making

The Unit provides an opportunity to raise awareness of the importance of:

- ◆ communication skills

National Unit Specification: support notes (cont)

UNIT First Aid (Intermediate 2)

Outcome 1

- ◆ This Outcome provides candidates with the knowledge and skills to manage a variety of incidents involving casualties requiring first aid. This Outcome does not deal with the management of specific conditions.

Candidates should be aware of the need for a speedy assessment of the situation and safety requirements in relation to the casualty/casualties, themselves and others. Areas to be covered in this Outcome should include:

- ◆ The role and responsibilities of a first aider, including appropriate legislative requirements.
- ◆ Safety issues, including infection control, waste disposal and stress management.
- ◆ Action at an emergency, including assessing the situation, making the area safe, managing single and multiple casualties, checking the casualty/casualties, gaining assistance from others, including the emergency services, and passing on information.
- ◆ Assessing casualty/casualties to include primary and secondary surveys and examination of a casualty. Specific situations to be covered should include road traffic accidents, fires, electrical injuries, and water rescue.

Outcome 2

This Outcome provides candidates with the knowledge required to assess, manage and treat casualties in need of resuscitation.

It may be helpful if learning and teaching in relation to both this Outcome and aspects of Outcome 4 were integrated to allow the theoretical aspects of the Unit to be delivered alongside their practical application.

It is important that candidates learn both the correct action to take and the reasons why these actions are important. For this reason they should be made aware of the respiratory and circulatory systems and how they are affected by injuries and conditions. They should also learn about the procedures for maintaining an open airway.

The full resuscitation sequence for cardio pulmonary resuscitation (CPR) should be covered in relation to an adult. This sequence can be used on children and infants but candidates need to be aware of the modifications to make it more suitable for these categories of casualty. As this Unit may be used by those in, or planning a role in, the childcare professions, it is important to cover infants, children and adults in practice.

The recognition and treatment of choking for infants, children and adults should be covered.

National Unit Specification: support notes (cont)

UNIT First Aid (Intermediate 2)

Outcome 3

Learning and teaching in relation to Outcome 4 could be integrated with this Outcome to allow the theoretical aspects of the Unit to be delivered alongside their practical application.

This Outcome provides candidates with the knowledge required to assess, manage and treat a variety of injuries and conditions including internal injuries. Candidates should be made aware of procedures for monitoring vital signs, including levels of responsiveness, pulse, breathing and temperature. Bandaging and dressing techniques should be integrated into the first aid process for each injury. The correct use and practice of the recovery position should be covered.

Candidates should be aware of the assessment, management and treatment of all injuries and conditions specified in the Appendix to the Statement of Standards

Outcome 4

As already mentioned, it may be helpful if learning and teaching in relation to this Outcome and Outcomes 2 and 3 were integrated.

Outcome 4 is designed to provide candidates with the practical skills required to assess, manage and treat a variety of injuries and conditions, including casualties in need of resuscitation. Candidates should develop and practice their resuscitation skills on infant, child and adult manikins. However, when demonstrating the recovery position, a live subject must be used.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

As this Unit must be taught in the context of current Health and Safety Executive Guidelines, it is important that teachers/lecturers and candidates are familiar with current theory and practical procedures as stated in these Guidelines. There are a number of manuals, DVDs and CD ROMs available from a variety of Voluntary Aid Societies. The Internet may also prove a good resource for the most up-to-date information on current Guidelines.

In delivering this Unit there should be a balance between teacher/lecturer exposition and candidate-centred learning. A variety of methods could be used to help candidates learn by integrating their theoretical knowledge with the development of practical skills, eg:

- ◆ Practical exercises in small groups
- ◆ Group/paired role plays
- ◆ The discussion of case studies in groups or pairs
- ◆ Worksheets
- ◆ Individual, paired or group research using a variety of resources such as the Internet
- ◆ Using audio/visual materials as a stimulus for class or group discussion.

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 may work together in groups. This will give rise to opportunities for the development of aspects of Working With Others and Communication.

National Unit Specification: support notes (cont)

UNIT First Aid (Intermediate 2)

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 Unit Specification.

Outcome 1

Written and/or oral evidence is required to demonstrate that candidates have achieved this Outcome and related Performance Criteria.

An appropriate Instrument of Assessment would be a closed-book, supervised test with a time limit of 20 minutes. The test could consist of a series of restricted response questions designed to allow candidates to demonstrate achievement of all Performance Criteria.

Oral evidence should be supported by an assessor checklist.

Outcomes 2 and 3

Written and/or oral evidence is required to demonstrate that candidates have achieved both Outcomes and all of the Performance Criteria.

An appropriate Instrument of Assessment would be a series of questions based on case studies covering both Outcomes and all related Performance Criteria. As the evidence for these Outcomes must be produced under closed-book conditions, candidates must not have access to notes, textbooks or manuals during the assessment. Oral evidence should be supported by an assessor checklist.

It may be possible to integrate the assessment of Outcomes 2 and 3 with the practical assignment required for Outcome 4.

Outcome 4

Performance evidence and additional evidence is required to demonstrate that candidates have achieved this Outcome and related Performance Criteria.

An appropriate Instrument of Assessment would be a practical assignment in which requires candidate to:

- ◆ assess, manage and treat one casualty suffering from an injury
- ◆ assess, manage and treat one casualty suffering from a medical condition
- ◆ place someone in the recovery position

Additional evidence could be obtained by asking candidates to describe how they would have managed and treated **one** other injury and **one** other condition.

In addition, candidates should be asked to demonstrate resuscitation procedures on **either** an infant, **or** child **or** adult manikin. Additional evidence could be obtained by asking candidates to explain the difference in the procedures they would have used on the two other categories of patients in need of resuscitation.

National Unit Specification: support notes (cont)

UNIT First Aid (Intermediate 2)

Candidates should be given a clear brief prior to the assignment, detailing the skills they will be required to demonstrate. They should not be told which injury and condition they will be dealing with in advance and should not have access to textbooks, notes or manuals during the assessment.

As mentioned above, it may be possible to integrate the assessment of this Outcome with the assessment of Outcomes 2 and 3.

The standard to be applied is exemplified in the National Assessment Bank (NAB) item for this Unit. The NAB contains an appropriate test for Outcome 1, a series of questions covering Outcomes 2 and 3, and assessor checklists. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

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 First Aid (Intermediate 2)

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

The content of this Unit must be delivered in line with the current Health and Safety Executive Guidelines. Teachers/lecturers must therefore ensure that they are aware of current Guidelines before delivering the Unit.

The following is a list of items which must be covered in the learning and teaching of the Unit.

Outcome 1

The range of management priorities must include all of the following:

- ◆ First Aid priorities and responsibilities: (Airways and Breathing)
- ◆ Safety: spinal problems, prevention of infection, making the area safe, safety of self, casualties and others
- ◆ Assistance: help from people at the incident and help from the emergency services
- ◆ The process of making an emergency telephone call
- ◆ Incidents: road traffic accidents, fires, electrical injuries, and water rescue
- ◆ Passing on information to include a brief description of: any injuries, unusual behaviour, first aid given and levels of responsiveness of the casualty

Outcome 2

The resuscitation of infants, children and adults must be covered and must include:

- ◆ The breathing and circulation process
- ◆ Life-saving priorities
- ◆ Identification of responsiveness
- ◆ Opening the airway
- ◆ Checking for breathing
- ◆ The recovery position
- ◆ Cardio pulmonary resuscitation (CPR)

National Unit Specification: Appendix to the statement of standards (cont)

UNIT First Aid (Intermediate 2)

Outcomes 3 and 4

The knowledge and skills in relation to the assessment, management and treatment of **all** of the following injuries and conditions must be covered:

- ◆ Respiratory problems including: choking in infants, children and adults
- ◆ Heart and circulation problems including: stroke
- ◆ Burns and scalds including: minor burns to the hand and foot
- ◆ Wounds and bleeding including: scalp wound, nose bleed, a cut and a foreign object in a cut
- ◆ Bone, joint and muscle injuries including: dislocated shoulder, fractured collar bone, fractured bone in the upper arm, sprain, fractured bones in the fingers, injury to the ribcage
- ◆ Disorders of consciousness including: fainting, shock and seizures
- ◆ Meningitis symptoms including: meningitis in children and the procedures for checking
- ◆ Poisoning
- ◆ Bites and stings
- ◆ The need for resuscitation including: procedures for infants, children and adults

The use of techniques, equipment, dressings and bandages and the treatment of such injuries and conditions should be covered in practical lessons.

National Unit Specification: general information

UNIT	Care and Feeding of Children (Intermediate 2)
CODE	DM60 11
COURSE	Early Education and Childcare (Intermediate 2)

SUMMARY

This Unit enables the candidate to examine the specific needs of a baby and continuing needs of the child and how meeting these needs contributes to the holistic development of the child. The Unit also provides the candidate with the opportunity to examine issues in relation to feeding of babies and the provision of food and drink to children aged 0–12 years within early education and childcare settings. Candidates will also develop an awareness of appropriate practice in relation to provision of hygiene for children.

This Unit is an optional Unit in the Course *Early Education and Childcare (Intermediate 2)* and in the *National Certificate Group Award: Early Education and Childcare (Higher)*. The Unit is suitable for candidates who wish to gain employment, or may already be employed, in the early education and childcare sector working under supervision. Candidates may wish to progress on to higher level early education and childcare qualifications.

OUTCOMES

- 1 Explain the importance of meeting the developmental needs of babies and children (0–5 years).
- 2 Evaluate the development of the feeding and weaning process in babies and children (0–3 years).
- 3 Evaluate the characteristics of appropriate provision of food and drink for children within early education and childcare settings (0–12 years).
- 4 Evaluate practice which promotes effective hygiene for babies and children (0–12 years).

Administrative Information

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National Unit Specification: general information (cont)

UNIT Care and Feeding of Children (Intermediate 2)

RECOMMENDED ENTRY

While entry is at the discretion of the centre there are a variety of prior learning experiences which are relevant to candidates wishing to undertake this Unit.

They may also benefit from having attained one of the following, or equivalent:

- ◆ Standard Grade at General level in any relevant subject
- ◆ a Course or Unit in Care at Intermediate 1
- ◆ Courses or Units in any relevant subject at Intermediate 1
- ◆ an SVQ or SVQ Units at level 2 in a related subject

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 Care and Feeding of Children (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 the importance of meeting the developmental needs of babies and children (0–5 years).

Performance Criteria

- (a) Identify the developmental needs of babies and young children.
- (b) Describe the benefits of meeting developmental needs of babies and young children.
- (c) Explain the role of the adult in the provision of appropriate environments, equipment and experiences to promote growth and development of babies and children.

OUTCOME 2

Evaluate the development of the feeding and weaning process in babies and children (0–3 years).

Performance Criteria

- (a) Describe the feeding patterns of babies at different developmental stages.
- (b) Evaluate the characteristics of formula and breast feeding.
- (c) Explain the process of weaning and the factors affecting the process.
- (d) Explain the importance of the role of the adult in the feeding and weaning process.

OUTCOME 3

Evaluate the characteristics of appropriate provision of food and drink for children within early education and childcare settings (0–12 years).

Performance Criteria

- (a) Describe appropriate food and drink provision for children.
- (b) Describe current national and local guidelines which may influence the provision of food and drink in early education and childcare settings.
- (c) Explain the importance of the role of the early years professional in providing food and drink for children.

National Unit Specification: statement of standards (cont)

UNIT Care and Feeding of Children (Intermediate 2)

OUTCOME 4

Evaluate practice that promotes effective hygiene for babies and children (0–12 years).

Performance Criteria

- (a) Identify procedures that prevent the spread of infection within the early education and childcare environment.
- (b) Describe hygiene routines used in the care of babies and children.
- (c) Explain the importance of the role of the early years professional in encouraging and promoting hygiene practices in children aged 0–12 years.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or recorded oral evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

The evidence for all Outcomes should be obtained under controlled supervised conditions and should last for no more than one hour. A single question paper with extended or restricted response questions as illustrated in the National Assessment Bank item could be used. This should be taken on completion of the Unit. A cut-off score can be used to decide achievement.

Specific Requirements:

Outcomes 1(c); 2(d); 3(c); 4(c): The candidate must, on each occasion, clearly explain the role of the adult/professional in meeting the needs of the baby/child.

Outcome 2 (b): candidates should evaluate **one** of the types of feeding mentioned.

National Unit Specification: support notes

UNIT Care and Feeding of Children (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

Candidates will gain an understanding of:

- ◆ the holistic developmental needs of the baby and child aged 0–5 years
- ◆ the benefits of meeting these needs for the child and the adult role
- ◆ the feeding and weaning process and factors that may affect this
- ◆ factors that contribute to the provision of food and drink for children in the early education and childcare environment (0–12 years)
- ◆ hygiene routines necessary for the effective care of babies and children
- ◆ the role of the early education and childcare professional in all of the above

Employability Skills

In this Unit candidates will be assessed for:

- ◆ decision making
- ◆ understanding roles and responsibilities

The Unit provides an opportunity to raise awareness of the importance of:

- ◆ demonstrating a responsible attitude in all aspects of working with children
- ◆ health and safety awareness

Outcome 1

Candidates should get the opportunity to identify the developmental needs of babies and young children. The focus of the work should be in the age range 0–3 years and for ease of study it may be relevant to split this into specific age ranges, ie 0–18 months, 18 months–3 years.

Physical, social, emotional, cognitive and language developmental needs should be covered and the candidate should develop an awareness of how the needs inter-relate and the holistic development of the baby and child.

National Unit Specification: support notes (cont)

UNIT Care and Feeding of Children (Intermediate 2)

Some of the needs that should be covered include:

◆ love	◆ praise and encouragement
◆ affection	◆ intellectual stimulation
◆ nutrition	◆ fresh air
◆ warmth	◆ socialisation
◆ sleep	◆ discovery
◆ rest	◆ play
◆ hygiene	◆ communication
◆ exercise	◆ safety
◆ exploration	

Candidates may also wish to consider the need for access to appropriate health care, eg developmental screening and immunisation.

The benefits of meeting developmental needs should also be discussed with some input in relation to the possible consequences to the baby and young child of not meeting developmental needs, ie failure to thrive, delayed development, poor language skills, etc.

The role of adults in meeting the developmental needs should also be examined, this may include:

- ◆ provision for appropriate environments considering health and safety
- ◆ the adherence to parental/carer's wishes
- ◆ the adult's selection of appropriate resources/experiences to promote development
- ◆ demonstration of appropriate values and principles

Candidates may wish to explore their role in relation to what would be appropriate in the preparation of the environment and provision of equipment and experiences for specific ages of babies and young children.

Outcome 2

Candidates should explore the patterns of feeding that are consistent with children in the age range 0–3 years. This may involve work around specific ages and developmental stages of the baby and child and would include the development of feeding patterns such as the progression from milk onto the gradual, then complete introduction of solid foods. Candidates should be given an awareness of general patterns of feeding for the young child and current recommendations from professionals. This may also be the opportunity to debate issues such as demand feeding as opposed to a regular feeding routine, and variations or feeding difficulties that may arise.

Candidates should get the opportunity to compare the advantages and disadvantages of breast feeding and formula feeding. They should be aware that breast milk is the ideal milk recommended by professionals. However, it should be stressed that parental choice prevails at all times and candidates could explore the range of reasons for parents choosing breast or bottle feeding.

National Unit Specification: support notes (cont)

UNIT Care and Feeding of Children (Intermediate 2)

Candidates may also get the opportunity to discuss variations and use of milk types. The opportunity to prepare formula milks according to instructions would also be advantageous.

The process of weaning should also be examined, this could include discussion as to recommendations by professionals and the actual process of weaning such as the:

- ◆ optimum age to commence weaning
- ◆ gradual introduction of solids into the all milk diet
- ◆ choice and preparation of appropriate foods
- ◆ introduction of runny, thick, lumpy, fine/roughly chopped foods
- ◆ progression from sucking to chewing of solid foods
- ◆ variety of foods and introduction of new tastes
- ◆ temperature of foods
- ◆ appropriate quantities
- ◆ technique of feeding, eg bottle and cup, spoon feeding, etc
- ◆ increasing independence
- ◆ transition to 'normal' food

Factors that affect the process of weaning should also be explored. These could include:

- ◆ age of the baby
- ◆ weight of the baby
- ◆ family culture and influences
- ◆ advice from others
- ◆ additional support needs
- ◆ social trends

The role of the adult in the process should be considered as paramount. Feeding times should be enjoyable experiences and the attitude of the carer can influence the process. The way in which the attitude, qualities and skills of the carer can affect the level of relaxation and enjoyment during weaning should be examined in relation to how this may influence future feeding patterns.

Focusing on the development of the whole child will ensure candidates are aware that meal times not only provide for physiological needs but that social interaction, social skills, independence, language, and learning about textures and tastes are all essential aspects of successful feeding and weaning.

National Unit Specification: support notes (cont)

UNIT Care and Feeding of Children (Intermediate 2)

Outcome 3

Candidates should get the opportunity to discuss what would be considered as appropriate food and drink within early education and childcare settings. This may include breakfast provision, main meal and/or snack provision, depending on the type of setting. The actual appropriateness of food and drink provision should also be explored in relation to the:

- ◆ ages of children in the setting: 0–3 years, 3–5 years, 5–8 years, 8–12 years
- ◆ nutritional requirements of different age groups
- ◆ portion size/age of child
- ◆ nutritional content
- ◆ cost of food and drink
- ◆ availability of food and drink
- ◆ preparation of food and drink
- ◆ presentation of food and drink
- ◆ special dietary requirements of individuals in relation to cultural/health needs (eg vegetarian diets, Muslim, Jewish, Hindu, coeliac condition, diabetes, obesity, allergy, etc)

Candidates should also be aware of any current guidelines that influence the provision of food and drink within early education and childcare settings. This may involve work in identifying national guidance and recommendations.

Locally devised guidance documents may also be available for those involved in the feeding of young children in early education and childcare settings. Candidates should be aware of any recommendations and restrictions these may impose.

Candidates should also look at the actual role of the early education and childcare professional in providing food and drink, they should consider the developmental opportunities which may arise from provision within the setting. The role may involve:

- ◆ encouraging personal choice and selection opportunities
- ◆ encouraging independence
- ◆ introducing a variety of tastes, textures
- ◆ opportunities for socialisation
- ◆ language development opportunities
- ◆ introduction of food and drink from a variety of cultures
- ◆ linking the snack/meal time to curricular activities, ie festivals, themes and other special occasions
- ◆ encouraging a healthy diet

National Unit Specification: support notes (cont)

UNIT Care and Feeding of Children (Intermediate 2)

Outcome 4

Candidates should be aware of procedures adopted within early education and childcare settings which prevent the spread of infection. Work in this area may involve discussion in relation to:

- ◆ consistent stringent hand washing
- ◆ care and maintenance procedures for equipment
- ◆ procedures for waste disposal
- ◆ procedures adopted to ensure cleanliness of specific areas, ie toilets/nappy change areas, snack/eating areas
- ◆ procedures for effective food safety

The candidate should get the opportunity to confirm what is considered to be ‘good practice’ within settings. This could be based on policy guidelines available from settings or personal experience. Some work could be done to confirm formal requirements or guidelines within early education and childcare settings, eg health and safety requirements or inspection of premises for registration requirements, although the depth of work would depend on whether or not the candidate has explored this in relation to other Units.

Candidates should then get the opportunity to explore specific hygiene routines used in the care of babies and children. Routines could include how the candidate would:

- ◆ care for the skin, hair, teeth, nails as appropriate to the age of the child and the setting
- ◆ undertake nappy changes
- ◆ deal with a child who has soiled
- ◆ encourage good personal hygiene in children within different age groups
- ◆ meet the hygiene needs of a child with additional support needs

Consideration should be given to the variations in care required for children of different ages, eg hygiene routines for the young baby may include ‘topping and tailing’ bathing, etc. The need for privacy to encourage good personal hygiene practices in children aged 8–12 years. Candidates should also be aware of the range of hygiene routines that may be appropriate in a variety of settings, eg domestic settings, day care, nursery school/class, primary school, out of school club. Consideration should also be given to the particular care needs of children who have additional support needs or disabled children.

Candidates should also be aware of any signs when dealing with a child which could indicate conditions or ailments that could require different or additional care to prevent the spread of infection. Candidates in these instances should appreciate the importance of reporting, informing parents/carers and adhering to the policies of the setting.

National Unit Specification: support notes (cont)

UNIT Care and Feeding of Children (Intermediate 2)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this Unit there should be a balance between teacher/lecturer presentation and candidate centred learning. Outcomes 1, 2, 3 and 4 can be explored using a variety of methods:

- ◆ practical exercises in small groups
- ◆ case studies
- ◆ worksheets
- ◆ individual research, including using the internet
- ◆ video/audio material
- ◆ examination of relevant policies, procedural documentation from appropriate settings
- ◆ demonstration of some practical activity, ie — preparation of formula feeds, sterilisation of equipment, hygiene routines, preparation of simple snacks
- ◆ use of relevant visiting speakers
- ◆ visits to early education and childcare settings to establish policy and procedures adopted
- ◆ using information communication technology

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 may be working in groups, carrying out research using Information Technology. These activities offer opportunities for developing aspects of Working with Others, Communication and Problem Solving.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit is clearly laid out in the Evidence Requirements section of the Statement of Standards. The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessment for this Unit, it should be of a comparable standard. The question paper based assessment should be carried out under supervision. A holistic approach should be taken with assessment across Outcomes.

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).