



## National Unit Specification: general information

**UNIT** Supporting Children and Young People in an Educational Setting  
(SCQF level 6)

**CODE** F7HY 12

### SUMMARY

This is a practical Unit in which candidates will have the opportunity to work directly with children and young people in an educational setting. Candidates will be required to work within the Current Scottish legislative framework of Local Authority and School policies and procedures whilst maintaining professional standards at all times.

Candidates must demonstrate their ability to work with individuals and groups and take account of their needs and stage of development. Candidates must plan and implement opportunities/activities for children and young people whilst maintaining their health, safety and well-being throughout.

This is a mandatory Unit in the Professional Development Award: Education Support Assistance (SCQF level 6). It is appropriate for those who are currently employed, or considering employment, in the education sector or wish to progress onto a higher qualification in Early Education and Childcare. A work placement in an educational setting will be necessary to achieve this Unit and an adequate number of hours must be allocated to this.

### OUTCOMES

- 1 Describe the selected work placement environment.
- 2 Explain personal and team roles and responsibilities required to support children and young people in the selected educational setting.
- 3 Work with others to plan and implement activities which meet the needs of children and young people in the selected educational setting.
- 4 Monitor, review and evaluate own performance whilst supporting children and young people in the selected educational setting.

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#### Administrative Information

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## **National Unit Specification: general information (cont)**

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### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre. Candidates would normally benefit from having attained the following or equivalent:

- ◆ *Communication* (SCQF level 5)
- ◆ *Numeracy* (SCQF level 5)

### **CREDIT VALUE**

2 credits at SCQF level 6 (12 SCQF credit points at SCQF level 6\*).

*\*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. The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ *Communication* (SCQF level 6)
- ◆ *Working with Others* (SCQF level 5)

These opportunities are highlighted in the Support Notes of this Unit Specification.

## **National Unit Specification: statement of standards**

### **UNIT**      Supporting Children and Young People in an Educational Setting (SCQF level 6)

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 SQA.

#### **OUTCOME 1**

Describe the selected work placement environment.

##### **Performance Criteria**

- (a) Describe the educational setting of the work placement.
- (b) Describe current legislation that applies to your work placement.
- (c) Describe local authority and centre guidelines, policies and procedures that apply to your work placement.

#### **OUTCOME 2**

Explain personal and team roles and responsibilities required to support children and young people in the selected educational setting.

##### **Performance Criteria**

- (a) Identify your own role and responsibilities
- (b) Identify roles and responsibilities of other key team members
- (c) Explain the relationships between team members

#### **OUTCOME 3**

Work with others to plan and implement activities which meet the needs of children and young people in the selected educational setting.

##### **Performance Criteria**

- (a) Select and plan appropriate opportunities/activities to meet the development needs of individual children and young people.
- (b) Work with other professionals to implement opportunities/activities that meet the developmental needs of individual children and young people.
- (c) Support the health, safety and wellbeing of the children and young people throughout the activities.
- (d) Apply principles of good practice to the children and young people, and individual learning styles, throughout the activities.

## National Unit Specification: statement of standards (cont)

**UNIT** Supporting Children and Young People in an Educational Setting  
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### OUTCOME 4

Monitor, review and evaluate own performance whilst supporting children and young people in the selected educational setting.

#### Performance Criteria

- (a) Monitor and record own progress over an agreed period of time.
- (b) Review own performance on completion of activities in terms of the principles and values which underpin working with children and young people.
- (c) Evaluate your own performance by identifying strengths and areas for improvement in relation to agreed activities carried out in the educational setting.
- (d) Identify action points for the future development of own skills and qualities.

### EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria. Some of the evidence must be gathered at appropriate points while the candidate is on work placement. Teachers/Lecturers of the presenting centres must ensure that it is the candidate's own work.

#### Outcomes 1 and 2

Written and/or oral evidence is required to demonstrate that the candidate has achieved Outcomes 1 and 2.

Candidates must provide evidence of a minimum of **one** centre policy/guideline, **one** local authority policy and **one** piece of legislation.

#### Outcomes 3 and 4

Performance evidence and written and/or oral evidence of demonstrating professional practice, supplemented by a work placement pack is required for Outcomes 3 and 4. The work placement pack requires the candidates to undertake six different activities with the children and young people. The information gathered will be contained in a folio and progress will be discussed with the assessor at an appropriate point to ensure that the folio is the candidate's own work.

Activities will be performed under the guidance of the class teacher/lecturer or other appropriate professionals.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Supporting Children and Young People in an Educational Setting (SCQF level 6)

Performance evidence will be:

- ◆ plans and implementation of activities ensuring the individual developmental needs were supported
- ◆ details of how the health and safety needs were supported
- ◆ in line with the principles of good practice throughout the activities, which reflect knowledge of learning styles including Active Learning

Written and/or oral evidence will be:

- ◆ a review and evaluation of own professional practice and skills on completion of activities
- ◆ identification of action points for the development of learning with children and young people in an educational setting

The evidence should be compiled under open-book conditions but centres must be satisfied that the evidence submitted is the candidate's own work and relates to the candidate's own workplace.

## **National Unit Specification: support notes**

### **UNIT        Supporting Children and Young People in an Educational Setting (SCQF level 6)**

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 80 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This practical Unit is designed to allow candidates to demonstrate their skills working with children and young people in an educational setting. It will allow candidates to demonstrate their knowledge of an educational setting and to work within the current Scottish legislative framework and Local Authority and School policies and procedures whilst maintaining professional standards at all times.

Candidates must demonstrate their ability to work with individuals and groups in a manner that takes account of their needs and stage of development. Candidates are also required to provide appropriate opportunities related to the child or young person whilst maintaining their health, safety and well-being.

The candidate must have access to a suitable placement or be employed in an educational setting working under supervision.

Time spent on placement is not prescribed as some candidates may be working as classroom assistants/ support for learning assistants and complete the pack during their normal day to day activities. However it is recommended that at least one day each week for the duration of the course would be sufficient time for candidates to complete the pack if they were new to the educational setting.

#### **Outcome 1**

Candidates should have access to a range of policy and procedure documents appropriate to working with children and young people. Candidates could draw on documents and guidelines appropriate in their setting sharing this information with other group members. Candidates need to consider the current legislative framework of their setting, such as the United Nations Convention on the Rights of the Child, The Children (Scotland) Act, 1995, Protecting Young People and Children: The Charter and the Additional Support for Learning Act.

Candidates need to read and understand the policy of their setting, eg Health and Safety Policy, Child Protection Policy and the Curriculum for Excellence National Initiative.

#### **Outcome 2**

Candidates must be able to identify their own role and responsibilities as part of a team within the educational setting. They should be aware of their line management route and be aware of the limits of their responsibility.

## **National Unit Specification: support notes (cont)**

**UNIT:** Supporting Children and Young People in an Educational Setting (SCQF Level 6)

### **Outcome 3**

Working in consultation the candidate will be expected to plan a variety of activities. The activities are not prescriptive due to the age range and varying abilities of the children and young people the candidate may work with. Some may work in a mainstream school with a group; others may work in a support for learning Unit where one to one work is the norm. The lead for the activity will come from the teacher/lecturer or other professional who know the children and young people and their ability.

Candidates should demonstrate through professional practice that they are able to work as members of a staff team. They should show an awareness of the roles of other members of the team and participate willingly to achieve shared goals. Working in consultation, the candidate should be aware of the ways in which support can be given to the class teacher in promoting the development of children and young people. Candidates should be aware of their supportive role and that any activity undertaken is with the guidance of the class teacher/lecturer or other appropriate professionals.

### **Outcomes 3 and 4**

Candidates are required to collate evidence of actual performance to show that they meet the Performance Criteria. This must be carried out in a practical placement in an educational setting and candidates must complete a minimum of 6 opportunities/ activities. Examples of evidence should include a wide variety of activities suitable for the children and young people and could include physical indoor/outdoor, music, arts and crafts, water and many other experiences as directed by the teacher/lecturer or other professional.

The candidate will also demonstrate positive relationships with other professionals in their practical placement.

## **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

This Unit is practice based and candidates must be given the opportunity to work in an educational setting. Candidates should have access to relevant legislation, workplace policy and procedure documentation and workplace guidelines. It is important to emphasise that the Unit involves the application of knowledge and understanding in the educational setting. If the candidate is on placement, a combination of tutorial support and placement supervision would facilitate their progress through the Unit. Assessment for this Unit is the responsibility of the presenting centre. It is therefore essential that delivering centre tutors regularly meet with supervisors to aid understanding and establish candidate progress.

Candidates should have enough time in placement to ensure that all Outcomes and Performance Criteria are met.

## **National Unit Specification: support notes (cont)**

**UNIT:** Supporting Children and Young People in an Educational Setting (SCQF level 6)

### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

Throughout this Unit candidates will be required to work in an educational setting as part of a team under supervision and with limited responsibilities. This Unit provides opportunities for developing aspects of Core Skills.

Through the learning activities, formative assessments, summative assessments and within the work placement candidates have opportunities to develop all components of *Communication* at SCQF level 6. All Outcomes could present such opportunities. Outcome 3 provides particular opportunities for developing *Working with Others* at SCQF level 5 and the remaining Outcomes may provide additional opportunities particularly throughout the work placement.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The assessment for this Unit should be gathered on an on-going basis to allow candidates to reflect on their practices within their own educational setting. The evidence for this Unit should be obtained through the compilation of a folio of evidence based on candidates practice in their setting.

#### **Opportunities for the use of e-assessment**

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### **DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website

**[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)**