



## National Unit specification

### General information

**Unit title:** Supporting Children in an Early Learning and Childcare Setting (SCQF level 5)

**Unit code:** HC36 45

**Superclass:** PQ

**Publication date:** March 2016

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit is an introduction to working within an early learning and childcare setting. This Unit provides an insight into the different types of early learning and childcare which operate within the community; and the regulatory framework within which these early learning and childcares operate.

Candidates are introduced to the codes of practice, standards, policies and procedures which apply within an early learning and childcare setting. Candidates undertaking this Unit will develop an understanding of the underpinning values and principles required when working with children and young people.

This Unit is suitable for candidates who are considering working within an early learning and childcare setting or who wish to expand their knowledge of working with children and young people in a playwork or childcare setting.

This Unit is an optional Unit of the National Progression Award (NPA) in Playwork and Childcare, but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who are considering employment in the playwork and childcare sector or wish to progress onto higher level Playwork and Childhood Practice qualifications.

## National Unit specification: General information (cont)

**Unit title:** Supporting Children in an Early Learning and Childcare Setting (SCQF level 5)

### Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Explain the principles, legislation and regulation affecting early learning and childcare settings.
- 2 Describe the roles, responsibilities, skills and qualities of the adult working within an early learning and childcare setting.
- 3 Describe the key principles involved in working with children and young people in an early learning and childcare environment.

### Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

### Recommended entry to the Unit

While entry is at the discretion of the centre, candidates would normally benefit from having attained one of the following, or equivalent:

- ◆ a *Communications* Unit at National 4
- ◆ a Unit(s) from *National 4 — Early Education and Childcare*

Candidates would benefit from some knowledge and understanding of the development of children and young people and appropriate play and activities for children and young people.

### Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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

### Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

## **National Unit specification: General information (cont)**

**Unit title:** Supporting Children in an Early Learning and Childcare Setting (SCQF level 5)

### **Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit specification: Statement of standards**

**Unit title:** Supporting Children in an Early Learning and Childcare Setting (SCQF level 5)

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**

Explain the principles, legislation and regulation affecting different types of early learning and childcare settings

#### **Performance Criteria**

- (a) Identify key principles which affect working practice within early learning and childcare.
- (b) Describe how the key principles affect working practice within early learning and childcare
- (c) Explain how key regulations and legislation impacts an early learning and childcare setting.

### **Outcome 2**

Describe the roles, responsibilities, skills and qualities of the adult working within an early learning and childcare setting.

#### **Performance Criteria**

- (a) Describe a range of different roles which the adult will undertake within an early learning and childcare setting.
- (b) Describe a range of responsibilities which the adult will assume within an early learning and childcare setting.
- (c) Describe the skills and qualities required by the adult working within an early learning and childcare setting.

### **Outcome 3**

Describe the key principles involved in working with children and young people in an early learning and childcare environment.

#### **Performance Criteria**

- (a) Describe the main factors which affect the planning and organising of supportive play.
- (b) Describe how to welcome and settle children into an early learning and childcare environment.
- (c) Describe how children's play is supported in an early learning and childcare environment.

## National Unit specification: Statement of standards (cont)

**Unit title:** Supporting Children in an Early Learning and Childcare Setting (SCQF level 5)

### Evidence Requirements for this Unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

The evidence for all Outcomes must be written and/or oral evidence which identifies: Report which describes:

- ◆ the principles which underpin the practice within the setting.
- ◆ the role of the adult.
- ◆ how the setting supports play.

This assessment should provide the information required for the initial section of the *Working with Children and Young People* Unit.

Written and/or oral recorded evidence should be produced to demonstrate that the candidate has achieved the standard specified in the Outcomes and Performance Criteria. The evidence should be produced under controlled and supervised conditions. The assessment will be closed-book, and may be conducted on one assessment occasion or more, but the overall assessment time must not exceed one hour and thirty minutes.

The instrument of assessment will provide opportunities for all the Outcomes to be fulfilled by means of sampling across the range of the content of the Outcomes. If a re-assessment is required, it should contain a different sample from the range of content. Achievement can be decided by the use of a cut-off score.



## **National Unit Support Notes**

**Unit title:** Supporting Children in an Early Learning and Childcare Setting (SCQF level 5)

Unit Support Notes are offered as guidance and 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 an introduction to working within an early learning and childcare setting. It provides an insight into the different types of early learning and childcares which operate within the community; and the regulatory framework within which these early learning and childcares operate. Candidates are introduced to the codes of practice, standards, policies and procedures which apply within an early learning and childcare setting.

This Unit aligns to the National Occupational Standards (NOS) for Playwork at level 2 developed by the Sector Skills Council (SSC) SkillsActive and also to the NOS for Social Services: children and young people at level 2 developed by the SSC Skills for Care and Development.

The candidate should be working under the supervision of someone registered with the SSSC at practitioner level. The candidate will work under the Scottish Social Services Council (SSSC) codes of practice.

#### **Outcome 1**

Candidates should be introduced to the different types of early learning and childcares found in the community such as early learning and childcares provided in community centres, sports and leisure facilities, shopping centres, large supermarkets, clinics, hospitals, hotels, church halls and mobile facilities. Candidates should be introduced to current legislation, policies and procedures as they apply to regulated and unregulated early learning and childcare services. They need to show a basic understanding of current and relevant charters, policies (national and local) and quality standards relating to working with children and young people, including United Nations Convention on the Rights of the Child; National Care Standards for Early Education and Childcare Up to 16 and the Scottish Social Service Council's Code of Practice for Employees, as they apply to an early learning and childcare setting.

## National Unit Support Notes (cont)

**Unit title:** Supporting Children in an Early Learning and Childcare Setting (SCQF level 5)

At the time of writing current relevant legislation includes:

- ◆ *The Children and Young People (Scotland) Act 2014*
- ◆ *The Regulation of Care (Scotland) Act 2001*
- ◆ *Scottish Statutory Instrument No. 114*
- ◆ *Health and Safety at Work etc Act 1974*
- ◆ *The United Nations Convention on the Rights of the Child*
- ◆ *The Children (Scotland) Act 1995*
- ◆ *The Protection of Children (Scotland) Act 2003*
- ◆ *The Scottish Social Service Council's Code of Practice*
- ◆ *Equality Act 2010*
- ◆ *Employment Rights Legislation*
- ◆ *The Data Protection Act 1998*

Candidates need to explore the importance of adhering to these regulatory and legislative requirements, and the likely consequences for an early learning and childcare, and those involved, of a failure to comply. In addition, candidates should be introduced to the key principles which affect working practice within different types of early learning and childcares.

These could include health and safety issues, resources, different play opportunities for different age groups, signing in/out procedures, staff/child ratios, etc. They should be given the opportunity to develop their understanding of how these principles can be related to policy and practice within an early learning and childcare.

### Outcome 2

Candidates should explore different roles and responsibilities of the adults within an early learning and childcare, which could include:

- ◆ children and young people's care and well-being particularly keeping children and young people safe from harm and abuse
- ◆ providing a sense of security, including welcoming and settling children and young people into the early learning and childcare
- ◆ providing play activities and opportunities for children and young people which meet their differing needs and interests
- ◆ encouraging social interaction, inclusion and positive behaviour

It should be highlighted that roles and responsibilities can change depending on the type of early learning and childcare. Candidates should understand the consequences to children and young people of the failing to provide a positive and enabling early learning and childcare environment. Emphasis should be placed on ensuring that children and young people are treated as individuals with rights and interests of their own. The need to respect social, cultural and family background should also be highlighted.

## National Unit Support Notes (cont)

### Unit title: Supporting Children in an Early Learning and Childcare Setting (SCQF level 5)

Candidates should be encouraged to consider the adult as a positive role model within the early learning and childcare and the skills and qualities this requires, such as:

- ◆ expressing self clearly and listening attentively
- ◆ responding positively, confidently and courteously and offering support/encouragement
- ◆ cooperating and working with others
- ◆ honesty and openness
- ◆ valuing diversity and individuality

Candidates must also be aware of the importance of respecting confidentiality of information, unless a child's well-being is at risk and should be aware of any early learning and childcare policy on the exchange of information.

#### Outcome 3

Features which contribute to the provision of a caring, safe and stimulating early learning and childcare environment appropriate to the needs, interests and abilities of children and young people participating within an early learning and childcare could include: venue, location and access, adequate space, indoors and outdoors, a warm and welcoming atmosphere, competent staff, good staff to child ratios that are appropriate to the ages and stages of the children and young people in the early learning and childcare, compliance with regulatory and legislative requirements, adherence to codes of practice and quality standards, policies and procedures in place and adhered to, including child protection, safe recruitment, health and safety, risk assessment, etc.

The importance of taking time to welcome, settle and get to know children and young people, as they come into the early learning and childcare should be highlighted. Consideration should also be given to the importance of body language, facial expression, speech and gesture. Techniques for dealing with a child or young person who is not settling/interested, disrupting the early learning and childcare, has additional support needs etc should also be covered. The practicalities of planning and organising an early learning and childcare, should include setting up and clearing away in a range of different venues and situations, ease of access for children, young people, parents and carers, health and safety matters, insurance requirements, registration procedures, staffing ratios, space requirements, risk assessment, selecting appropriate resources, materials and equipment.

In addition, mobile early learning and childcares need to consider transport, lifting and handling of equipment, contingency planning in the event of bad weather or transport breakdown, the distances to be travelled and the need to set up in time for the first arrival.



## National Unit Support Notes (cont)

**Unit title:** Supporting Children in an Early Learning and Childcare Setting (SCQF level 5)

The importance of planning, organising the early learning and childcare environment and then supporting children and young people's play should be discussed in relation to:

- ◆ meeting children and young people's care needs, in relation to their age and stage of development.
- ◆ creating play environments that meet the needs of the children and young people in the early learning and childcare, for example, for individual, small and whole group play, for quiet and rest, etc.
- ◆ providing play opportunities for physical, creative, imaginative, cultural and exploratory play, both indoors and outdoors.
- ◆ providing a range of different activities, for example, for construction, painting and drawing, storytelling and reading, music and dance, drama, treasure baskets, and games whilst taking account of age, needs and abilities.
- ◆ providing opportunities for children and young people to make positive choices and direct their own play.
- ◆ selecting and effectively using resources, materials and equipment.
- ◆ providing challenge, stimulation and potential for growth and development.
- ◆ providing choice, variety, flexibility, adaptability and improvisation.
- ◆ providing support and encouragement, and appropriate interventions.

### Guidance on approaches to delivery of this Unit

This Unit is an optional Unit in the National Progression Award in Playwork and Childcare and it is recommended that the Unit is delivered within the context of this Group Award. While this Unit can be delivered as a standalone Unit it would be useful to deliver it in conjunction with Unit *Working with Children and Young People*.

In delivering this Unit there should be a balance between teacher/lecturer presentation and candidate-centred learning. In order to engage the candidates, opportunities exist to use the following methods in delivering the Unit:

- ◆ group discussion on legislations, principles, guidelines, etc
- ◆ case studies or scenarios on different types of early learning and childcares
- ◆ individual/small group investigations, exercises or research
- ◆ visits to, or videos about, different types of early learning and childcare facilities
- ◆ use of ICT such as searching appropriate and relevant websites

Assessors must ensure that all evidence presented is candidate's own work and provide confirmation of authentication according to centres procedures and SQA processes.

## National Unit Support Notes (cont)

**Unit title:** Supporting Children in an Early Learning and Childcare Setting (SCQF level 5)

### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

It is recommended that Outcomes 1 and 2 are assessed together, with Outcome 3 being assessed later in the Unit. Evidence is required to demonstrate that the candidates have achieved all Outcomes and Performance Criteria.

A suitable assessment for Outcomes 1 and 2 would be extended response questions. The evidence should be produced under controlled and supervised conditions. The assessment will be closed-book, and may be conducted on one assessment occasion or more.

For Outcome 3 it is recommended that candidates are given a case study or scenario which looks at a particular early learning and childcare setting. The assessment could then take the form of extended response questions based on the case study or scenario presented.

The overall assessment time must not exceed one hour and thirty minutes.

### Opportunities for 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 social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

Candidates may have the opportunity to develop aspects of the Core Skill in *Working with Others* through group discussions, exercises as part of the learning and teaching approach.

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

## National Unit Support Notes (cont)

**Unit title:** Supporting Children in an Early Learning and Childcare Setting (SCQF level 5)

**Development of skills for learning, skills for life, and skills for work.**

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

- ◆ **1 Literacy**
  - 1.3 Listening and talking
  
- ◆ **3 Health and wellbeing**
  - 3.1 Personal learning
  - 3.2 Emotional wellbeing
  
- ◆ **4 Employability, enterprise, and citizenship**
  - 4.6 Citizenship
  
- ◆ **5 Thinking skills**
  - 5.2 Understanding

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## History of changes to Unit

Version	Description of change	Date

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## General information for learners

### **Unit title:** Supporting Children in an Early Learning and Childcare Setting (SCQF level 5)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This provides you with an introduction to working within an early learning and childcare setting. It provides you with an insight into the different types of early learning and childcare settings which operate within the community; and the regulatory framework within which these early learning and childcares operate. You will be introduced to the codes of practice, standards, policies and procedures which apply within an early learning and childcare setting.

You will develop an understanding of the underpinning values and principles required when working with children and young people.

This Unit is suitable for you if you are considering working within an early learning and childcare setting or who wish to expand their knowledge of working with children and young people in a playwork or childcare setting.

This Unit is a mandatory Unit of the National Progression Award (NPA) in Playwork and Childcare, but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable if you are considering employment in the playwork and childcare sector or wish to progress onto higher level Playwork and Childhood Practice qualifications.

You will be assessed on the following Outcomes:

- 1 Explain the principles, legislation and regulation affecting early learning and childcare settings.
- 2 Describe the roles, responsibilities, skills and qualities of the adult working within an early learning and childcare.
- 3 Describe the key principles involved in working with children and young people in an early learning and childcare environment.

### **Assessment**

You will be expected to produce written and/or oral recorded evidence which demonstrates that you have met the requirements of Outcomes 1, 2 and 3.

The evidence for all Outcomes must be written and/or oral evidence which identifies:

Report which describes:

- ◆ the principles which underpin the practice within the setting.
- ◆ the role of the adult.
- ◆ how the setting supports play.

This assessment should provide the information required for the initial section of the *Working with Children and Young People* Unit.