

**Unit title:** Care of Children (National 4)

**Unit code:** HX1K 74

**Superclass:** PT

**Publication date:** February 2018

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**Version:** 02

## Unit purpose

This unit is designed to allow the learner to gain a basic understanding of how the needs of children can be met. Learners are required to plan, demonstrate and review caring skills that meet these needs. Learners are not required to have a work placement to complete this unit but would benefit from visiting Early Learning and Childcare settings.

This unit is an optional unit in the National 4 Course Early Learning and Childcare but is also suitable for learners wishing to study the unit on its own. The unit is suitable for learners who may be considering employment in the Early Learning and Childcare sector and who wish to progress to further levels of study in Early Learning and Childcare.

## Outcomes

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

- 1 Investigate the needs of children.
- 2 Plan and carry out a demonstration of practical caring skills that would support the needs of children.
- 3 Review the planned demonstration of practical caring skills that would support the needs of children.

## Credit points and level

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4)

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## **Recommended entry to the unit**

Entry is at the discretion of the centre. However, centres should note that this unit is at National 4 which is equivalent to National level 4

## **Core Skills**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	Problem Solving at SCQF level 4
Core Skill component	None

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

## **Context for delivery**

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

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. 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>).

## **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:** Care of Children (National 4)

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

Investigate ways in which the needs of children can be met.

### Performance criteria

- (a) Identify the needs of children.
- (b) Describe ways in which the needs of children can be met.

## Outcome 2

Plan and carry out a demonstration of practical caring skills that would support the needs of children.

### Performance criteria

- (a) Identify a range of caring skills that would support the needs of children.
- (b) Plan a demonstration of practical caring skills from the range of skills identified.
- (c) Carry out the planned demonstration.

## Outcome 3

Review the planned demonstration of practical caring skills that would support the needs of children.

- (a) Describe the progress made in relation to achieving the plan.
- (b) Identify ways in which the demonstration supported the needs of children.
- (c) Identify ways in which the demonstration could be improved.

## Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

Evidence can be gathered in a range of ways which will assess learners' knowledge, understanding, and application across the learning outcomes and performance criteria.

Where learners have worked in a group, there should be evidence of their individual contribution.

### Outcome 1

Written and/or oral evidence is required for this outcome.

### Outcome 2 and 3

Written and practical evidence is required for this outcome to cover:

- ◆ A plan of how to demonstrate **three** practical caring skills covering **two** of the following age groups:
  - 0–3 years
  - 3–5 years
  - 5–8 years
  - 8–12 years
- ◆ An assessor checklist covering the learner's demonstration of **three** practical caring skills for **two** of the age groups specified.
- ◆ A review sheet relating to the demonstration of **three** practical caring skills that would support the needs of children.

# National Unit Specification: Statement of standards (cont)

**Unit title:** Care of Children (National 4)

## 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. Employability is a key aspect of Skills for Work and is present throughout the unit. In addition, there are a number of other skills that learners will be expected to improve on and develop as they undertake this unit, these can be drawn from the main skills areas listed below. These must be built into the unit where there are appropriate opportunities.

### **1 Literacy**

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

### **3 Health and Wellbeing**

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.3 Physical wellbeing
- 3.4 Physical for, and making, choices and changes
- 3.5 Relationships

### **4 Employability, enterprise and citizenship**

- 4.1 Employability
- 4.2 Information and communication technology (ICT)
- 4.3 Working with others
- 4.5 Leadership
- 4.6 Citizenship

### **5 Thinking Skills**

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

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 as 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 *National Unit Support Notes*.

# National Unit Support Notes

**Unit title:** Care of Children (National 4)

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

The age range of this unit should be divided into the following age groups:

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

The learner should gain an understanding of:

- ◆ the needs of children.
- ◆ what it means to care for children.
- ◆ the application of caring skills in promoting the needs of children.
- ◆ how to plan for, demonstrate and subsequently review a practical caring skill.
- ◆ simulated work settings.
- ◆ the skills required to care for children.
- ◆ presentation skills.

## Employability Skills

In this unit learners will have the opportunity to be assessed for:

- ◆ working co-operatively with others
- ◆ planning and preparation
- ◆ demonstrating a responsible attitude in all aspects of working with children
- ◆ reviewing and evaluating own skills development
- ◆ health and safety awareness
- ◆ organisational skills

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

- ◆ presentation skills.

## Outcome 1

Learners should know that a need is a requirement that must be satisfied in order that children not only survive, but grow, develop and enable them to reach their full potential, and so should be able to explain how meeting the needs of children supports their development. The nature of need is ever changing, according to the age and stage of development and life circumstances of the child. Learners should be aware of the necessity of supporting the needs of children in a holistic way because each child is a unique human being with individual requirements.

Learners should be aware of the broad developmental needs and the associated specified areas, eg the physical development need for hygiene, nutrition, and safety; the emotional development need for praise and encouragement, love and affection. Social development needs could be addressed with opportunities to interact with others; social skills and cognitive development could include opportunities to learn skills and exploration. Learners could also consider needs in relation to warmth and shelter, food and water, love and security. The following suggestions are not prescriptive and any selection from the following list could be used:

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

The learner should consider how these needs relate to all age groups in the age range. The learner should use this opportunity to examine how the care needs of the child are met through the application of care skills. This should lead learners into the identification of care skills to be planned, demonstrated and reviewed in Outcome 2.

## Outcomes 2 and 3

The learners should be aware that adults who work with children must ensure that these needs are being met. Learners could describe caring skills in terms of:

- ◆ practical caring skills, eg mixing a bottle.
- ◆ communication skills, eg expressing love and affection.
- ◆ personal/interpersonal skills, eg caring, empathetic.

Learners should expand on these lists and describe how each one could be translated into meeting a need. This could be achieved through observing the practice of others, through case studies or through role play.

The learner should identify three practical care skills that meet the needs of at least two of the age groups mentioned above. Although the list below is by no means definitive in terms of the skill required to care for children, examples of these skills might be:

Age group	Care skills
0–3 years	Mixing a bottle Making a nutritious meal Understanding the weaning process The process of toilet training
3–5 years	Planning and reading a bed-time story Dressing a child for winter/summer weather Planning bathtime Encouraging children to wash hands before meals
5–8 years	Caring for children's teeth Planning exercise Meeting the social needs of this age group Going to school
8–12 years	Encouraging independence Making sure children get enough fresh air Encouraging a healthy attitude to food Encouraging participation Preparing for puberty

The learners should demonstrate these three care skills in a work placement, if this is available, or in a simulated context within a classroom. In planning their experience they should consider:

- ◆ the developmental needs of the child and how these are going to be met.
- ◆ the resources they may require to carry out their experience.
- ◆ their role in caring for the child.



Their plan should be discussed with the tutor prior to the demonstration. Some of the more practical tasks should, where possible, be carried out by the learner and observed by the lecturer. Where resources are available, learners could have the opportunity to prepare healthy snack/meals for children across the age range. In other more abstract caring skills, the learner may demonstrate ways in which they would carry out the caring, by giving a demonstration, putting up a display, making a poster, etc.

Following the demonstration the learner will review the demonstration in relation to the initial plan with a focus on meeting the care needs of the child. The learner should be able to relate this to the knowledge gained in Outcome 1.

## **Generic statements for Skills for Work: Early Learning and Childcare**

### **National 4**

#### **Children**

- ◆ Baby (birth to 18 months)
- ◆ Toddler (18 months to 36 months)
- ◆ Young Child (3–5 years)
- ◆ Child (primary school age)

The learner should have the opportunity to consider pregnancy as it impacts on the development and wellbeing of the child.

Each child will progress in their own way and at their own rate as there are no set rules for when a child stops being a baby and starts being a toddler or a slightly older child.

#### **Development**

Studying aspects of development highlights the fact that development starts during pregnancy and learning and play from birth. Learning and development should be considered as a continuous action; one which a new born baby does instinctively from birth and continues for each individual at their own rate and pace.

Some of the principles to be considered are:

- ◆ All children develop at different rates, but developmental milestones usually 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 learners that this may also have 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.

Development is holistic. Children and young people grow and acquire skills in all aspects of development as they mature. For example, as they acquire physical skills they will also be developing language and cognitive, social and emotional skills.

## **Aspects of development**

- ◆ 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, holding conversations, and debating from a reasoned point of view.

## **Children's rights**

Learners should always have the opportunity to consider the rights of children and young people in relation to the unit. They should consider the importance of knowing and respecting all children and young people as individuals, and that the prime role of all Early Learning and Childcare services is to promote the development and wellbeing of children and young people.

## **Additional support needs**

Within the delivery of the unit being studied, learners should always have the opportunity to consider the impact of the topic on children and young people with an additional support need. Children and young people may have additional needs for a variety of reasons: disability and health needs; family circumstances and social and emotional factors. These may be relatively minor or life altering; short term, long term or ongoing, and therefore should be considered within each unit delivery.

## **Personal reflection**

During each unit, learners should be encouraged to consider their own personal development and how well they are improving and enhancing their employability skills for working in Early Learning and Childcare.

## **Guidance on approaches to delivery of this unit**

In the delivery of this unit teachers/lecturers should use a largely experiential approach and should take into account individual learning styles of learners when planning the delivery of the unit. Some of the methods employed should be:

- ◆ group exercises.
- ◆ case studies/scenarios.
- ◆ role play.
- ◆ worksheets.
- ◆ poster/leaflet making.
- ◆ use of video material.
- ◆ workshops.
- ◆ visits to Early Learning and Childcare settings.
- ◆ use of appropriate websites.

- ◆ visiting speakers — learners should be encouraged to invite the speaker in writing, welcome the speaker and give a vote of thanks.

Learners should be given the opportunity to collate illustrative materials, equipment and resources required to meet the needs of the group activity.

## **Guidance on approaches to assessment of this unit**

Evidence can be generated for some or all of the outcomes using the following types of assessment, such as:

- ◆ Practical activity — real or simulated
- ◆ Peer assessment or group tasks
- ◆ Case study
- ◆ Leaflets, booklets and posters
- ◆ Mind maps and floor books
- ◆ Presentations
- ◆ Reflective journal
- ◆ Role play, drama, creative activity
- ◆ Practical simulation observation
- ◆ Short answer questions/multiple choice tests — digitally if available
- ◆ Digital evidence such as an e-portfolio, website, blog, wiki, video, digital platform
- ◆ SOLAR Assessment

Evidence can be generated using many different types of assessment. These are suggestions only. There may be other methods that would be more suitable to learners and their needs. Evidence can be generated holistically across the outcomes or individually. There may also be opportunities for integration of assessment across Units within the group award.

The assessment requirements for this unit are 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 assessment support pack 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.

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 important to include evidence where learners have reflected on their learning and implementation and ways that they may have gained feedback from others.

## 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 Skills

This Unit has the Core Skill of Problem Solving embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF level 4.

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the teaching and learning process. In this unit, learners will be working co-operatively with others in carrying out a practical investigation into the caring skills needed to work as an Early Learning and Childcare professional. *Problem Solving* will be a key element of the work as the learners will decide what information needs to be gathered.

## General information for learners

### **Unit title:** Care of Children (National 4)

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 unit enables you to develop an understanding of the needs of children and the care skills needed to support these needs. You will learn a range of needs and will demonstrate how some of these needs can be supported. This unit also helps to develop strategies to plan, investigate, present and evaluate needs of children. You should also develop team working skills. You may also be assessed in a variety of ways including written work and practical demonstration.

This unit is an optional unit in the National 4 Course Early Learning and Childcare but is also suitable if you wish to study the unit on its own. The unit is suitable for you if you are considering employment in the Early Learning and Childcare sector and you may wish to progress to further levels of study in Early Learning and Childcare.

This Unit has the Core Skill of Problem Solving embedded in it, so when you achieve this Unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF level 4

## Administrative information

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### History of changes to National Unit Specification

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 4 embedded.	February 2018

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**NOTE:** readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the unit specification.

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