

Unit title: Contemporary Families (National 4)

Unit code: HX1M 74

Superclass: HF

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Unit purpose

This unit is designed to give learners an awareness and understanding of the range of families in a modern society and the range of skills and values required to meet the needs of children. Learners will develop practical skills, and will engage in a range of learning experiences to secure their knowledge and understanding.

This unit is an optional unit in the Course Early Learning and Childcare (National 4) but is also suitable as a stand-alone unit. 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 term 'family'.
- 2 Investigate family skills and values required to meet the needs of children.
- 3 Review a demonstration of practical family skills.

Credit points and level

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

Recommended entry to the unit

Entry is at the discretion of the centre.

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Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of 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.

National Unit Specification: Statement of standards

Unit title: Contemporary Families (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 the term 'family'.

Performance criteria

- (a) Identify a range of family types reflected in a modern day society.
- (b) Describe the role of the family in supporting children.

Outcome 2

Investigate family skills and values required to meet the needs of children.

Performance criteria

- (a) Describe a range of family skills required to meet the needs of children.
- (b) Describe a range of family values required to meet the needs of children.

Outcome 3

Review a demonstration of practical family skills.

Performance criteria

- (a) Demonstrate practical family skills in a range of ways relating to children.
- (b) Review the demonstrated practical family skills.

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 situation, there should be evidence of their individual contribution. Individual evidence should be gathered to demonstrate how practical family tasks were implemented and evaluated.

Outcome 1:

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

Evidence of a minimum of **two** family types are required and how they support children.

Outcome 2:

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

Evidence of a minimum of **three** family skills **and/or** values are required

Outcome 3:

Written and/or oral evidence is required for this outcome, in addition to performance evidence which must be evidenced.

Evidence of a minimum of **three** practical family skills are required, in addition to a review of the skills demonstrated.

National Unit Specification: Statement of standards (cont)

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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
- 4.4 Enterprise
- 4.5 Leadership
- 4.6 Citizenship

5 Thinking Skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 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: Contemporary Families (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

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

This unit has been designed to introduce the learner to:

- (a) The types of families which are reflected in society.
- (b) The practical skills and values required of a family.
- (c) The application of practical skills.

Outcome 1

The unit could begin with discussing and exploring what a family means and the range of family types seen in society. Giving consideration to the 'patchwork of families' that care for children today. Case studies could be explored which highlight a range of family types. Learners could work in groups, pairs or individually to describe the family types which they have identified.

Outcome 2

This outcome could commence with a broad overview of personal skills and values and how these can be related to the care, well-being, learning and development of children. Learners should understand the importance of a range of skills and values. It is important to ensure that learners are made aware that the skills and values do not change, but that the application of them does, according to the age and needs of the child.

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

For this outcome, learners will explore and reflect on the range of practical skills needed when meeting the needs of children aged 0–12 years.

Learners are to be encouraged to consider what key skills and values a family needs and reflect on the ways that these can then be used.

Outcome 3

For this outcome, learners should participate in a range of practical activities to enhance their understanding of implementing practical skills.

This could be achieved in a variety of ways including having open discussions, information sessions and practical sessions such as:

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

(This list is not exhaustive or definitive)

Learners should have the opportunity in a variety of contexts to demonstrate these practical skills in a range of selected activities.

Employability skills

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

- ◆ working co-operatively with others
- ◆ presentation skills
- ◆ reviewing and evaluating own skills development
- ◆ planning and preparation
- ◆ taking advice and dealing with feedback
- ◆ gathering, collating and evaluating information
- ◆ organisational skills

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

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

Generic statement for Skills for Work: Early Learning and Childcare

National 4

The following statements apply to this unit and to all units included within the Skills for Work: Early Learning and Childcare Courses at National 4.

National 4

Children refer to:

- ◆ 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 or teenager.

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 out with 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 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 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 lecturers should use a largely experiential approach and should take into account individual learning styles and additional support needs of learners when planning the delivery of the unit. Some of the methods employed could be:

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

In this unit there are opportunities to build an understanding of the challenges of the family role. Through observation, practical activities, experience and reflection, the learners will become more aware of the demands of caring for children. There are good opportunities in this unit for the inclusion of self-evaluation and for seeking feedback from others. These are skills which employers value.

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.

Opportunities for developing Core Skills

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking 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 work co-operatively with others in carrying out group investigations into the support available to parents. Opportunities for developing aspects of written and oral communication will arise during class discussions, group interactions, the presentation of group findings and in reviewing their own contribution to the group work.

General information for learners

Unit title: Contemporary Families (National 4)

This unit is designed to give you an awareness and understanding of the range of parents in a modern society and the range of skills and attributes required to be a parent of children. You will develop practical parenting skills within a range of practical tasks, which will increase your understanding. You will engage in a range of learning experiences to secure your knowledge and understanding.

Throughout this unit you will have the opportunity to develop knowledge and various practical and employability skills, such as:

- ◆ communication skills by working in groups and with others in a variety of contexts
- ◆ investigative skills using a variety of research methods
- ◆ evaluative skills
- ◆ confidence to set achievable goals

This unit is an optional unit in the Course Early Learning and Childcare (National 4) but is also suitable as a stand-alone unit. 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 Critical Thinking component of Problem Solving embedded in it. This means that when you achieve the Unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 4.

Administrative information

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History of changes to National Unit Specification

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 4 embedded.	February 2018

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