

Unit title: Working in Early Learning and Childcare
(National 4)

Unit code: HX1V 74

Superclass: GA

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Unit purpose

This unit allows the learner to develop a basic understanding of different types of provision in the Early Learning and Childcare sector and to describe how the sector supports children and families. Learners will discuss some of the main skills and qualities required to work with children aged 0–12 years. There is no requirement for learners to have a placement within an Early Learning and Childcare setting, but the learner will investigate Early Learning and Childcare provision within an area identified by the learner. This may require the learner to visit workplace settings.

This unit is a mandatory unit in the Skills for Work 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 Describe provision in the Early Learning and Childcare sector.
- 2 Explain the employability skills and values required of professionals to work in Early Learning and Childcare.

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.

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: Working in Early Learning and Childcare (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

Describe provision in the Early Learning and Childcare sector.

Performance criteria

- (a) Identify the types of Early Learning and Childcare provision available.
- (b) Describe how an Early Learning and Childcare setting meets the needs of the child.
- (c) Describe the benefits which this setting offers to families with children.

Outcome 2

Explain the employability skills and values required of professionals who work in Early Learning and Childcare.

Performance criteria

- (a) Explain the employability skills required to work in Early Learning and Childcare.
- (b) Explain the values required to work in Early Learning and Childcare.
- (c) Describe professionals in Early Learning and Childcare who utilise these skills and values.

Evidence requirements for this unit

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

Outcome 1

The learner must provide evidence that they can describe and identify provision available in the Early Learning and Childcare sector and explain the skills and values required to work within Early Learning and Childcare.

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.

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
- 5.4 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

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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

By the end of this unit learners will:

- ◆ have a basic understanding of the different types of Early Learning and Childcare provision for children.
- ◆ have an understanding of how this provision supports children and families.
- ◆ be able to describe skills and values required to work within the Early Learning and Childcare sector.
- ◆ be able to give examples of how Early Learning and Childcare professionals use these skills and values.
- ◆ be aware of Early Learning and Childcare provision within a specified geographical area.

Learners will develop:

- ◆ communication skills by working with others in a variety of contexts.
- ◆ investigative skills using a variety of research methods.
- ◆ self-evaluation skills.

Employability skills

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

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

Outcome 1

Following a brief presentation from the lecturer, the learner should find out about the types of provision available to children and their families. This should include:

- ◆ nursery classes, children and family centres, primary schools
- ◆ parent and toddler groups, out of school care, summer play schemes, crèches
- ◆ private nurseries, childminders, play facilities

Learners should gather information on types of provision in the broadest terms, so that they have a clear understanding of what each type of provision has to offer the child and the family. Learners should be encouraged to use a variety of methods to find out this information. They should find out what each type of provision offers in support to the child and the family. This may require lecturer led discussion and presentation.

The method employed by the learners could include:

- ◆ inviting outside speakers
- ◆ visiting provision
- ◆ searching the internet
- ◆ looking at leaflets and booklets from different types of provision
- ◆ videos
- ◆ using books, periodicals and magazines
- ◆ visiting libraries

This research should not be only classroom based and the lecturer should ensure that learners have the opportunity to use a wide range of research methods.

Outcome 2

Learners should be able to explain and describe some of the skills and values that are needed to work in an Early Learning and Childcare setting. Learners need to explore these in relation to:

- ◆ those required to work with children.
- ◆ those required to work with adults, including working as part of a team.

Learners should be aware that Early Learning and Childcare workers need to build positive relationships with children, parent/carers, families, colleagues and others. They should explore the skills and values required for employability as described by Scottish Social Services Council (SSSC) codes of practice.

Teaching and learning should be underpinned with respect for individuals, valuing diversity and an understanding of the need for confidentiality. Learners should translate these skills and values into practical caring skills and be able to relate each one to practice. Greeting children in the morning is one example of showing respect. This could be broadened to encompass employability skills, eg turning up on time is a sign of reliability. Learners should also be aware of the importance of basic communication skills required to work in Early Learning and Childcare.

A variety of methods can be used by learners to present their findings, and lecturers, where possible, should give learners the choice as to the preferred method. Learners should be encouraged to be as imaginative as possible. They could:

- ◆ present a report with supporting evidence.
- ◆ present a video diary.
- ◆ present a power point presentation.
- ◆ set up a display.
- ◆ produce a newsletter.

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 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

Outcome 1

Learners should be encouraged to use a variety of methods to find out information required for this outcome. This should be an active investigation and should not be based on lecturer presentation. Learners 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. Where outside speakers are used or learners visit provision this should be organised by the learners themselves where possible. They should make phone calls, write letters, and it would be good practice to follow up visits and speakers with thank you letters/calls.

Outcome 2

Learners are expected explain and describe the skills and values required by Early Learning and Childcare professionals.

Learners should use a variety of means to feedback the outcomes of their findings. Learners could:

- ◆ make a poster/leaflet.
- ◆ use a power–point presentation.
- ◆ set up a display.
- ◆ produce a handout for the rest of the class.
- ◆ present their role play.

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 be working co-operatively with others in carrying out a practical investigation into Early Learning and Childcare provision in evaluating provision. Problem solving will be a key element of the work as the learners will decide what information needs to be gathered. Opportunities for developing aspects of written and oral communication will arise during the practical investigation.

General information for learners

Unit title: Working in Early Learning and Childcare (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 is designed to allow you to investigate provision for children within Early Learning and Childcare. You will explore the skills and values required by professionals when working with children and investigate current provision in a specified geographical area.

This unit is a mandatory unit in Skills for Work Early Learning and Childcare National 4 but is also suitable if you wish to study the unit on its own. The unit is suitable if you are considering employment in the Early Learning and Childcare sector or wish to progress onto a higher level qualification.

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

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