

**Unit title:** Working in Early Learning and Childcare  
(SCQF level 5)

**Unit code:** HX1V 75

**Superclass:** GA

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**Version:** 02

## Unit purpose

This unit allows the learner to develop an understanding of the Early Learning and Childcare sector and to explain ways in which the sector meets the care, learning and development needs of children and young people aged 0–16 years. Learners will consider career options within the sector and the skills, values, knowledge and qualifications required to fulfill these roles. They will reflect on their own skills, qualities, attitudes and achievements in relation to these. There is no requirement for learners to have a placement within an Early Learning and Childcare setting but the learner will carry out an investigation of the sector. This may require the learner to visit Early Learning and Childcare settings. Learners may work and be assessed in groups, as well as individually.

This unit is a mandatory unit in the Skills for Work Course: Early Learning and Childcare (SCQF level 5) and has been designed to be taken as part of this course. 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.

## Outcomes

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

- 1 Investigate the range of Early Learning and Childcare provision for children and young people.
- 2 Explain the skills, knowledge and values required to work in Early Learning and Childcare.
- 3 Investigate career options within the Early Learning and Childcare sector.

**Unit title:** Working in Early Learning and Childcare  
(SCQF level 5)

## **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, learners would normally be expected to have attained one of the following, or equivalent:

- ◆ the unit Working in Early and Childcare (SCQF level 5)
- ◆ a course or unit in Care at SCQF level 5

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

# National Unit Specification: Statement of standards

**Unit title:** Working in Early Learning and Childcare  
(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

Investigate the range of Early Learning and Childcare provision for children and young people.

### Performance criteria

- (a) Identify the types of Early Learning and Childcare provision for children and young people.
- (b) Explain how provision meets the needs of children and young people.
- (c) Explain how provision supports families with children and young people.

## Outcome 2

Explain the skills, knowledge and values required to work in Early Learning and Childcare.

### Performance criteria

- (a) Describe the skills, knowledge and values required to work in the Early Learning and Childcare sector.
- (b) Explain why the skills, knowledge and values described are important.

## Outcome 3

Investigate career options within the Early Learning and Childcare sector.

### Performance criteria

- (a) Identify a range of professional roles in the Early Learning and Childcare sector.
- (b) Describe the roles Early Learning and Childcare professionals in the sector.
- (c) Identify the qualifications required to fulfil the roles.
- (d) Identify the route for progression in a chosen career.

## 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.

Evidence for Outcome 1(a) must show that the learner has identified the various types of provision available for both children and young people. Outcomes 1(b) and 1(c) must include a minimum of **one** explanation relating to children and **one** explanation relating to young people.

### Outcome 2

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

To achieve Outcome 2, evidence must be provided to show that the learner has described the skills, knowledge and values required to work within the Early Learning and Childcare sector and must include an explanation of why these skills, knowledge and values are important.

### Outcome 3

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

Evidence for Outcome 3 should show that learners have identified and described the various professional roles within the Early Learning and Childcare sector. Outcome 3(b) and 3(c) should relate to a minimum of **two** professionals.

**Unit title:** Working in Early Learning and Childcare  
(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. 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:** Working in Early Learning and Childcare  
(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

By the end of this unit learners will:

- ◆ have an understanding of the range of Early Learning and Childcare provision for children.
- ◆ have an understanding of how this provision supports children and families.
- ◆ be able to describe and explain the skills required to work within the Early Learning and Childcare sector.
- ◆ be aware of a range of careers available within the Early Learning and Childcare sector and know what qualifications are required to fulfil these roles.
- ◆ have developed a possible pathway towards a career in Early Learning and Childcare.

## Employability skills

In this unit learners will be assessed for:

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

## Outcome 1

Following teacher/lecturer-led activities, discussion and presentation, learners should investigate a variety of provision for children and young people aged 0–16years. This should include settings across various sectors including education, health and voluntary organisations.

Learners may find it easier to investigate provision within a geographical area however, the teacher/lecturer should ensure that the full range of provision is investigated.

Learners should use this information to explain, either as individuals or in groups, how this provision meets the needs of children and young people and what support the provision offers to parents and families.

## Outcome 2

Learners should be able to describe skills, knowledge and values that are expected to work in an Early Learning and Childcare environment. Learners need to explore these in relation to:

- ◆ those required to work with children.
- ◆ those required to work as part of a team.

These skills, knowledge and values should be underpinned by respect for individuals, recognising and valuing diversity, and an understanding of the need for confidentiality.

Learners should translate these into practical caring skills and be able to relate each one to practice. For example, greeting children in the morning is 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.

## Outcome 3

This outcome focuses on the professional roles within Early Learning and Childcare and the route to employment within these roles.

Learners should find out about a variety of careers in the Early Learning and Childcare sector. They should use as a benchmark the levels for employment specified by the Scottish Social Services Council (SSSC) — support worker, practitioner and lead-practitioner/manager. They should look at the roles and responsibilities for each of these levels.

The SSSC website gives a list of qualifications required for each level and learners should use this to find out what training is available to them. Using this information they should identify which career path they might realistically be able to follow.

## Generic Statements for Skills for Work: Early Learning and Childcare

### National 5

The following statements apply to this unit and to all units included within the Skills for Work: Early Learning and Childcare Courses at National 5.

### National 5

**Children and Young People** refer to:

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

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

Each child and young person 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**

### **Outcome 1**

Learners should use a variety of methods to investigate differing types of provision. These could include:

- ◆ personal experience
- ◆ using the internet
- ◆ using books, magazines and periodicals
- ◆ visiting types of provision for the sector
- ◆ outside speakers
- ◆ interviewing parents and children

Classroom organisation is at the discretion of the teacher/lecturer. Learners should have access to a variety of means of gathering information. Where outside speakers are used or learners visit provision, this should be organised by the learners themselves. They should make phone calls, write letters, organise hospitality and follow up visits, and contact speakers with thank you letters and/or calls.

Learners should use the material gathered to explain how the provision supports the child/young person and family. This may be done through group discussion, presentations, leaflet/poster making.

### **Outcome 2**

Learners should be involved in describing skills, knowledge and values. They may also reflect on any placement/work experience opportunities that they may have had. Throughout the unit learners should be encouraged to display in class the skills, knowledge and values required to work in the sector, eg come to class on time, respect others, listen carefully, and consideration should be given to the class agreeing to a set of rules within the class. This should be negotiated with the class and not imposed by the teacher/lecturer.

### Outcome 3

Similar research methods as those used in Outcome 1 should be used to find out about career options. The investigations for these outcomes could, in fact, be holistic. The investigation for Outcome 1 could also be used to find information for identifying and describing the roles of professionals in the sector. Learners could find out about the range of provision available to children and families, and the roles of people who work in the setting. Learners should have access to the SSSC website, amongst others such as My World of Work. Learners could interview people employed in a variety of roles within the Early Learning and Childcare sector, either in the workplace or as speakers in class.

### 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 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 and 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 and group interaction. There may also be opportunities to develop skills in *Information and Communication Technology (ICT)* during the investigation.

## General information for learners

**Unit title:** Working in Early Learning and Childcare  
(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 unit is designed to allow you to develop an understanding of the Early Learning and Childcare sector and to explain ways in which the sector meets the care, learning and development needs of children and young people aged 0–16 years. You will do this by investigating provision for children and young people within Early Learning and Childcare. You will explore the skills knowledge and values required by professionals when working with children and career options available in the sector.

Whilst undertaking this unit, you will consider career options within the Early Learning and Childcare sector and the skills, values, knowledge and qualifications required to fulfill these roles. You will reflect on your own skills, qualities, attitudes and achievements in relation to these. There is no requirement for you to have a placement within an Early Learning and Childcare setting but you will carry out an investigation of the sector. This may require you to visit Early Learning and Childcare settings. You may work and be assessed in groups, as well as individually.

This unit is a mandatory unit in Skills for Work Early Learning and Childcare National 5, 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](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the unit specification.

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