



<b>Childminder Professional Work-based Practice Award</b>	
<b>Unit title</b>	Unit 3 — Getting it Right for Every Child in a Childcare Setting
<b>Unit reference number</b>	HX9J 04
<b>SCQF level</b>	7
<b>SCQF credit</b>	4
<b>Unit summary</b>	
<p>This unit will allow learners to explore their understanding of child-led participation and meaningful ways of involving children in their service. Learners will be provided with a chance to reflect upon how they support children to express their views, make decisions and choices and communicate their needs. The unit will also allow learners to reflect upon their knowledge of children’s rights and how their own practice recognises and respects children and young people’s rights. The unit also allows learners to reflect upon their knowledge and practice in relation to the legal requirements of providing equal opportunities. Learners will evaluate their understanding on the Getting it Right for Every Child (GIRFEC) approach and how using this approach supports the development of children’s health and wellbeing.</p>	

## History of changes to unit

Version	Description of change	Date

**Version:** 01 — February 2018

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Topic	Reference
<b>Unit 3</b> <b>Getting it Right for Every Child in a Childcare Setting</b>	<b>NOTE:</b> References are intended as guidance for where relevant information can be found. Not all information in the reference will be fully relevant to every subject.
Introduction	
<p>This unit aims to support childminders in:</p> <ul style="list-style-type: none"> <li>◆ child led participation.</li> <li>◆ children and young people rights.</li> <li>◆ equal opportunities.</li> <li>◆ evaluation of Getting it Right for Every Child (GIRFEC) approach.</li> </ul>	
Outcomes	
<p><b>Outcome 1</b> Children’s rights: Participation in practice  <b>Outcome 2</b> GIRFEC into practice  <b>Outcome 3</b> Equality of opportunity</p>	

### **Assessment by product evaluation**

As you work towards achieving your qualification you will generate evidence in the form of products as this is a work-based qualification. The range of things that can count as a 'product' in this case include documented assignments, open badge statements, reflective statements supported by folio evidence from workplace experience and an assessment plan will be produced at the start of your learning journey to advise of these and provide samples of evidence required.

### **Assessment by questioning**

Questioning is used to assess knowledge and understanding and its various different applications, such as reasoning, planning, analysing and evaluating. Questions may be oral or written.

Oral questions will be used to:

- ◆ confirm knowledge and understanding where it is not apparent from performance
- ◆ address gaps in knowledge and understanding in performance-based units
- ◆ authenticate evidence by asking candidates to explain part of the evidence and/or explain the process of producing it

They may also be used as an alternative to written questions.

A wide range of types of written question are used to assess cognitive ability. They may be grouped into the form of tests (such as a multiple choice e-assessment or question papers or may be used to set individual tasks such as an investigation or case study.

<b>Unit 3</b>	<b>Getting it Right for Every Child in a Childcare Setting</b> <b>Outcome 1 — Children’s rights: Participation in practice</b>	
<b>Performance criteria</b> 1 Explain your understanding of child-led participation. 2 Analyse how you establish meaningful ways of involving children in your childminding service. 3 Explain how you support children to express their views and show that their views matter. 4 Explain how you support children to make decisions and choices. 5 Explain how you support children’s communication needs. 6 Analyse the methods you use to prove participation is taking place in your childminding practice. 7 Explain who you would demonstrate that participation is valued in your childminding setting, in line with the Care Inspectorate Standards. 8 Explain your understanding on what the United Nations Convention on Rights of the Child (UNCRC). 9 Explain the benefits of true participation for children and childminders. 10 Explain how you check that your own practice recognises and respects children and young people's rights. 11 Explain how you take opportunities to help others to understand the importance of children and young people's rights.		
<b>Suggested evidence:</b> <ul style="list-style-type: none"> <li>◆ Policies and procedures</li> <li>◆ Practice examples</li> <li>◆ Information gathered</li> <li>◆ Job description</li> <li>◆ Open badge evidence</li> <li>◆ Your marketing materials</li> <li>◆ Your welcome leaflet</li> </ul>	<b>Methods of assessment:</b> <ul style="list-style-type: none"> <li>◆ Case study</li> <li>◆ Portfolio/assignment</li> <li>◆ 400 word reflective statement</li> <li>◆ Questioning</li> </ul>	<b>Cross ref:</b>

<b>Unit 3</b>	<p><b>Getting it Right for Every Child in a Childcare Setting</b></p> <p><b>Outcome 1 — Children’s rights: Participation in practice</b></p>
<p><b>Underpinning knowledge and understanding — <i>you need to know and understand:</i></b></p>	
<p><b>See core knowledge and understanding points within your support notes</b></p> <p><b>Knowledge and understanding specific to Unit 3, Outcome 1</b></p> <ul style="list-style-type: none"> <li>◆ United Nations Convention Rights of the Child (UNCRC)</li> <li>◆ legal and work setting requirements on equality, diversity, discrimination and rights</li> <li>◆ your role in promoting children and young people’s rights, choices, wellbeing and active participation</li> <li>◆ your duty to report any acts or omissions that could infringe the rights of children and young people</li> <li>◆ how to deal with and challenge discrimination</li> <li>◆ the rights that children and young people have to make complaints and be supported to do so</li> </ul>	

<b>Unit 3</b>	<b>Getting it Right for Every Child in a Childcare Setting</b> <b>Outcome 2 — GIRFEC into practice</b>	
<b>Performance criteria</b> 1 Explain the current legal requirements surrounding the GIRFEC approach. 2 Explain your understanding on the primary purpose of the GIRFEC approach. 3 Explain your understanding of the eight wellbeing Indicators and the four capacities. 4 Explain how you would use the GIRFEC My World Triangle in your childminding setting. 5 Explain your understanding of the different factors that can affect a child's wellbeing and development. 6 Explain how you would respond to a concern which is highlighted during assessment of children and family needs. 7 Explain your role and responsibilities in working with others in relation to the GIRFEC approach. 8 Analyse some key skills and qualities childminders require in order to support children's wellbeing and development. 9 Explain how you would record concerns highlighted whilst following the GIRFEC approach.		
<b>Suggested evidence:</b> <ul style="list-style-type: none"> <li>◆ Policies and procedures</li> <li>◆ Practice examples</li> <li>◆ Information gathered</li> <li>◆ Job description</li> <li>◆ Open badge evidence</li> </ul>	<b>Methods of assessment:</b> <ul style="list-style-type: none"> <li>◆ Case study</li> <li>◆ Portfolio</li> <li>◆ Reflective statement</li> <li>◆ Questioning</li> </ul>	<b>Cross ref:</b>

<b>Unit 3</b>	<b>Getting it Right for Every Child in a Childcare Setting</b> <b>Outcome 2 — GIRFEC into practice</b>
<b>Underpinning knowledge and understanding — <i>you need to know and understand:</i></b>	
<p><b>See core knowledge and understanding points within your support notes</b></p> <p><b>Knowledge and understanding specific to Unit 3, Outcome 2</b></p> <ul style="list-style-type: none"> <li>◆ the transitions that children and young people may go through</li> <li>◆ how you can encourage families to share information</li> <li>◆ the importance of understanding how families feel about needing intervention or specialist help for their child</li> <li>◆ the types of information you can use to confirm the need for intervention for individual children</li> <li>◆ why it is important that responsibilities for sharing information between practitioners and parents are clearly stated and understood by both parties</li> <li>◆ the type of specialist help that is available for families, including financial help</li> <li>◆ how to access specialist help and the appropriate channels for doing so</li> <li>◆ how to develop positive relationships with professionals and colleagues from other agencies</li> <li>◆ the barriers that may be encountered when working with other professionals and how these may be overcome</li> </ul>	



<b>Unit 3</b>	<b>Getting it Right for Every Child in a Childcare Setting</b>	
	<b>Outcome 3 — Equality of opportunity</b>	
<b>Performance criteria</b>		
<ol style="list-style-type: none"> <li>1 Examine your own values and beliefs and how this could impact on providing equal opportunities within your service.</li> <li>2 Explain what equality and diversity means and how they both differ.</li> <li>3 Explain the legal requirements connected to equal opportunities.</li> <li>4 Explain the negative effects that discrimination can have on children and families.</li> <li>5 Explain the positive effects that equality and diversity can have on practice.</li> <li>6 Explain how you value the child, parents and key people you work with.</li> <li>7 Explain the activities/experiences you offer for children within your service which supports the promotion of equality and diversity.</li> <li>8 Explain how you encourage children to share and co-operate in joint activities.</li> <li>9 Explain how you encourage children to consider and respect the views, opinions and feelings of others.</li> <li>10 Explain how you would challenge individuals that do not promote equality or value diversity including children and adults using your service.</li> <li>11 Explain how you seek and evaluate feedback from children, young people and their families about their experience of your service.</li> </ol>		
<b>Suggested evidence:</b>	<b>Methods of assessment:</b>	<b>Cross ref:</b>
<ul style="list-style-type: none"> <li>◆ Policies and procedures</li> <li>◆ Practice examples</li> <li>◆ Information gathered</li> <li>◆ Job description</li> <li>◆ Open badge evidence</li> </ul>	<ul style="list-style-type: none"> <li>◆ Case study</li> <li>◆ Portfolio</li> <li>◆ Reflective statement</li> <li>◆ Questioning</li> </ul>	
<b>Underpinning knowledge and understanding — <i>you need to know and understand:</i></b>		
<b>See core criteria within support notes</b>		
<b>Knowledge and understanding specific to Unit 3, Outcome 3</b>		
<ul style="list-style-type: none"> <li>◆ legislation in relation to equality and diversity</li> <li>◆ legislation in relation to data protection</li> <li>◆ how to create a culture based on fairness, inclusion and mutual respect for all</li> </ul>		