

## National Unit Specification: general information

**UNIT** Working in Early Education and Childcare

**CODE** DM84 10

**COURSE** National 4 Early Education and Childcare

### SUMMARY

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

This Unit is a mandatory Unit in the National 4 Course *Early Education and Childcare* but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who may be considering employment in the early education and childcare sector and who wish to progress to further levels of study in early education and childcare.

### OUTCOMES

- 1 Contribute to a group investigation into provision in the early education and childcare sector.
- 2 Demonstrate an understanding of the skills, and qualities required to work in the early education and childcare sector.
- 3 Contribute to a group investigation into early education and childcare provision in a specified geographical area.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, centres should note that this Unit is at Intermediate 1 which is equivalent to Standard Grade, General level.

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#### Administrative Information

**Superclass:** PQ

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## **National Unit Specification: general information (cont)**

**UNIT** Working in Early Education and Childcare

### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

## **National Unit Specification: statement of standards**

### **UNIT Working in Early Education and Childcare**

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 the Scottish Qualifications Authority.

#### **OUTCOME 1**

Contribute to a group investigation into provision in the early education and childcare sector.

##### **Performance Criteria**

- (a) Agree roles and methods for the group investigation into types of provision for children aged 0–12 years.
- (b) Carry out the agreed tasks in the investigation.
- (c) Identify the types of provision available and settings within these.
- (d) Describe how one setting within a type of provision meets the needs of the child in one of the age groups within the range 0–12 years.
- (e) State the benefits which this setting offers to families with children aged 0–12 years.
- (f) Review the methods used by the group during the investigation.

#### **OUTCOME 2**

Demonstrate an understanding of the skills and qualities required to work in the early education and childcare sector.

##### **Performance Criteria**

- (a) Identify three different types of job available in the sector.
- (b) State the skills and qualities required for these different jobs using the relevant job descriptions.
- (c) Contribute to a group discussion, explaining why these skills and qualities are important.
- (d) Give examples of early education and childcare professionals using these skills and qualities.

#### **OUTCOME 3**

Contribute to a group investigation into early education and childcare provision in a specified geographical area.

##### **Performance Criteria**

- (a) Take part in the planning of an investigation into early education and childcare provision in a specified geographical area.
- (b) In an allocated role, carry out the investigation.
- (c) Take part in a group presentation on the findings of the investigation.
- (d) Review the effectiveness of the investigation and presentation by the group, and identify any improvements which could have been made.

## National Unit Specification: statement of standards (cont)

### UNIT Working in Early Education and Childcare

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

The evidence for this Unit, covering all the Outcomes and Performance Criteria will be gathered through the production of a single folio of evidence. This will be developed by the candidate throughout the Unit and will be based on class work and the candidate's investigations, either individual or with others.

The folio should contain:

- ◆ a brief summary of how the investigation was carried out, with a note of the role played by the candidate
- ◆ a list of at least five settings covering all of the types of early education and childcare provision specified in the Appendix to the Statement of Standards
- ◆ a description of how one setting meets the needs of the child and supports the family. This description could be given using a variety of formats, eg as a presentation, a display, a poster or a leaflet
- ◆ a review of the methods used by the group during the investigation
- ◆ a list of three jobs in the early education and childcare sector, with a statement for each, giving the relevant skills and qualities
- ◆ evidence that the candidate has participated in group discussion regarding the skills and qualities required to be an early education and childcare professional. This could be recorded on audio /video tape, or by means of a lecturer checklist
- ◆ three examples of early education and childcare workers demonstrating these skills and qualities
- ◆ a plan of an investigation into early education and childcare provision in a specified geographical area
- ◆ evidence of the presentation on the findings of the investigation
- ◆ a review of the effectiveness of the investigation **and** the presentation by the group, with suggestions for improvement

A teacher/lecturer checklist will provide evidence of participation in group discussion.

The standard to be applied is exemplified in the National Assessment Bank item 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: support notes**

### **UNIT Working in Early Education and Childcare**

This part of the Unit Specification is offered as guidance. The support notes 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 candidates will:

- ◆ have a basic understanding of the different types of early education and childcare provision for children aged 0–12 years
- ◆ have an understanding of how this provision supports children and families
- ◆ be able to describe skills and qualities required to work within the early education and childcare sector
- ◆ be able to give examples of how early education and childcare professionals use these skills and qualities
- ◆ be aware of early education and childcare provision within a specified geographical area
- ◆ have planned a group investigation
- ◆ have used a variety of investigative methods
- ◆ have reviewed the investigative process

Candidates will develop:

- ◆ communication skills by working in groups and with others in a variety of contexts
- ◆ investigative skills using a variety of research methods
- ◆ presentation skills through the production of the folio of evidence and the presentation of material
- ◆ self-evaluation skills
- ◆ confidence to set achievable goals

#### **Employability Skills**

In this Unit candidates will have the opportunity to be assessed for:

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

## National Unit Specification: support notes (cont)

### UNIT Working in Early Education and Childcare

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

- ◆ taking advice and dealing with feedback
- ◆ dressing appropriately for working with children
- ◆ demonstrating a responsible attitude in all aspects of working with children
- ◆ maintaining a tidy, organised and safe environment

#### Outcome 1

Following a brief presentation from the lecturer, the candidate should find out about the types of provision available to children aged 0–12 years and their families. This should include:

- ◆ Local Authority provision, including nursery schools and classes, primary schools
- ◆ voluntary provision, including playgroups, out of school clubs, summer play schemes, crèches
- ◆ private provision, including private nurseries and independent schools

Candidates 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. Candidates 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 candidates 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 candidates have the opportunity to use a wide range of research methods.

#### Outcome 2

Candidates should be able to describe some of the skills and qualities that are needed to work in an early education and childcare setting. Candidates 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

## National Unit Specification: support notes (cont)

### UNIT Working in Early Education and Childcare

They should be aware that early education and childcare workers need to build positive relationships with children, parent/carers, families, colleagues and others. They should explore the difference between skills and qualities. Some of the skills and qualities that candidates may describe could be:

#### Skills

- ◆ communication skills
- ◆ creative skills
- ◆ ability to use own initiative
- ◆ ability to relate to children and adults
- ◆ planning and observation skills

#### Qualities

- ◆ reliability and trustworthiness
- ◆ interest and enthusiasm
- ◆ patience and tolerance
- ◆ sensitivity and empathy
- ◆ openness and honesty

Teaching and learning should be underpinned with respect for individuals, valuing diversity and an understanding of the need for confidentiality. Candidates should translate these qualities 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. Candidates should also be aware of the importance of basic communication skills required to work in early education and childcare. They should consider:

- ◆ body language
- ◆ speaking clearly
- ◆ listening actively

#### Outcome 3

This Outcome allows candidates to develop and use skills from previous Outcomes and the emphasis is on investigation and group work. In planning their investigation, groups should consider:

- ◆ the geographical area chosen
- ◆ ease of access
- ◆ local knowledge
- ◆ the skills of the group
- ◆ the types of methods to be employed
- ◆ timescale
- ◆ the nature of the presentation

Candidates should be encouraged to plan carefully, as they are required to review the process at a later stage. They should submit their plan prior to carrying out the investigation. The lecturer should ensure that tasks are equally distributed amongst the group and that candidates are able to employ the methods used, eg they are able to visit the area or a setting. Candidates should carry out the investigation in class time and this should not be left to the candidate's own time. The investigation itself will be dependent upon the geographical area chosen and the type of provision within the area.

## **National Unit Specification: support notes (cont)**

### **UNIT Working in Early Education and Childcare**

A variety of methods can be used by candidates to present their findings, and lecturers, where possible, should give candidates the choice as to the preferred method. Candidates 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

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

#### **Outcome 1**

Candidates 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. Candidates 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. Candidates could be given a worksheet from the teacher/lecturer to facilitate their research to ensure they gather the correct information required. Candidates should have access to a variety of means of gathering information. Where outside speakers are used or candidates visit provision this should be organised by the candidates themselves where possible. They should make phone calls, write letters, organise hospitality and follow up visits and speakers with thank you letters and calls.

#### **Outcome 2**

Candidates are expected to participate in group discussion in relation to the skills and qualities required by early education and childcare workers. The teacher/lecturer should ensure that each member of the group is enabled to participate in discussion and this could be facilitated through a variety of methods that would match the individual learning styles of candidates. Consideration should be given to:

- ◆ the size of groups
- ◆ giving candidates time to consider responses prior to joining a group
- ◆ the use of ICT, eg the use of chat room discussion
- ◆ the use of case studies and videos to promote discussion
- ◆ the use of role play

Candidates should use a variety of means to feedback the outcomes of their discussion and this could be used as additional evidence for the candidate's folio of evidence. Candidates could:

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



## **National Unit Specification: support notes (cont)**

### **UNIT Working in Early Education and Childcare**

#### **Outcome 3**

Classroom organisation is at the discretion of the lecturer but consideration could be given to the size and dynamics of the groups. The candidates could either choose their own group or the groups could be chosen by the lecturer. Discussion will need to take place about the geographical areas available to candidates and the methods available to them. The organisation of the investigation by the lecturer should be a model of good practice for candidates. Groups will need to be supported when organising visits and outside speakers. Candidates should be given a planning sheet which should be submitted prior to the investigation taking place. A timescale should be negotiated and agreed with candidates and they should be given:

- ◆ planning time
- ◆ investigation time
- ◆ time to plan presentation
- ◆ presentation time
- ◆ review time

They will also need access to resources to produce their presentation and to record their information. This could be multi-media and candidates should have access to ICT provision if at all possible. Candidates should not be expected to present a purely written report.

A checklist could be given to candidates to allow them to review the process and this should articulate with the planning of the investigation.

#### **Core Skills**

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the teaching and learning process. In this Unit, candidates will be working co-operatively with others in carrying out a practical investigation into early education and childcare provision; in planning, implementing and evaluating provision. Problem solving will be a key element of the work as the candidates 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.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The folio could be presented in a variety of formats and candidates could consider using ICT to record the evidence required for their portfolio, eg digital photography, web material saved on disc, diagrams, video diary, etc.

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification. The learning and teaching advice above encompasses the gathering of evidence for assessment. The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard. Assessment should always be carried out under supervision.

## **National Unit Specification: support notes (cont)**

### **UNIT** Working in Early Education and Childcare

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## **National Unit Specification: Appendix to the Statement of Standards**

### **UNIT Working in Early Education and Childcare**

The age range of this Unit is 0–12 years, divided into the following age groups:

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

Candidates should consider the following types of provision:

- ◆ Local Authority
- ◆ private
- ◆ voluntary

Within each of the above types there are a number of settings.