

National Unit Specification: general information

UNIT Working in Early Education and Childcare (Intermediate 2)

CODE DM84 11

COURSE Early Education and Childcare (Intermediate 2)

SUMMARY

This Unit allows the candidate to develop an understanding of the early education and childcare sector and to explain ways in which the sector meets the care, learning and development needs of children aged 0–12. Candidates will consider career options within the sector and the skills, qualities, attitudes 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 candidates to have a placement within an early education and childcare setting but the candidate will carry out an investigation of the sector. This may require the candidate to visit early education and childcare settings. Candidates will work and be assessed in groups, as well as individually.

This Unit is a mandatory Unit in the Course *Early Education and Childcare (Intermediate 2)* and has been designed to be taken as part of this Course. 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 Evaluate the skills, qualities and attitudes required to work in the early education and childcare sector.
- 3 Investigate and plan career options in the early education and childcare sector.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ the Unit *Working in Early Education and Childcare (Intermediate 1)*
- ◆ a Course or Unit in Care at Intermediate 1

Administrative Information

Superclass: GA

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National Unit Specification: general information (cont)

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CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**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

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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 in the early education and childcare sector.
- (b) Working with others in an agreed role, investigate the types of provision and settings within these in the early education and childcare sector for children in the age range 0–12 years.
- (c) Explain how one setting within a type of provision in each of the different age groups meets the needs of the child.
- (d) Explain how one setting within a type of provision in each of the different age groups supports families with children.
- (e) Review the methods used by the group in carrying out the investigation and suggest areas for improvement.

OUTCOME 2

Evaluate the skills, qualities and attitudes required to work in the early education and childcare sector.

Performance Criteria

- (a) Describe the skills, qualities and attitudes required to work in the early education and childcare sector.
- (b) Contribute to group discussion, explaining why these skills, qualities and attitudes are important.
- (c) Evaluate own skills, qualities and attitudes in relation to those required to work in the sector.
- (d) Monitor and review own skills, qualities and attitudes in relation to those required to work in the sector.

National Unit Specification: statement of standards (cont)

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OUTCOME 3

Investigate and plan career options in the early education and childcare sector.

Performance Criteria

- (a) Identify a range of professional roles in the early education and childcare sector.
- (b) Describe the roles of two early education and childcare professionals in the sector.
- (c) Identify the qualifications required to fulfil these roles.
- (d) Produce a route map for progression in a chosen career.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Details of the mandatory content for this Unit can be found in the Appendix at the end of this Unit Specification.

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

The folio should contain:

- ◆ a group plan showing methods and agreed roles
- ◆ a summary of types of provision and settings within these
- ◆ an explanation of how one setting within a type of provision in **each** of the different age groups, meets the needs of the child and the family
- ◆ a review of the investigative process used by the group, with suggestions for improvement
- ◆ a description of a minimum of six skills, six qualities and three attitudes that are required to work within the early education and child care sector
- ◆ evidence of the candidate's contribution to a group discussion on explaining why these skills, qualities and attitudes are important
- ◆ a reflective account, including examples, of candidate's own skills, qualities and attitudes in relation to those required to work in the early education and childcare sector
- ◆ a candidate review sheet providing evidence that these skills, qualities and attitudes have been monitored and reviewed a minimum of three times over a period of time
- ◆ identification of a range of professional roles in the early education and childcare sector
- ◆ a description of the roles and qualifications of two professionals in the early education and childcare sector
- ◆ a short description or diagram outlining a route for progression in a chosen career in the early education and childcare sector

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 (Intermediate 2)

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

The mandatory content for this Unit can be found in the Appendix at the end of the Statement of Standards.

By the end of this Unit candidates will:

- ◆ have an understanding of the range of early education and childcare provision for children aged 0–12 years
- ◆ have an understanding of how this provision supports children and families
- ◆ have reflected on the investigative process
- ◆ be able to describe skills, qualities and attitudes required to work within the early education and childcare sector
- ◆ understand the importance of these skills, qualities and attitudes and be able to relate them to their own skills, qualities and attitudes
- ◆ be aware of a range of careers available within the early education and childcare sector and know what qualifications are required to fulfill these roles
- ◆ have developed a possible pathway towards a career in early education and childcare

Employability Skills

In this Unit candidates 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

This Unit provides an opportunity to raise awareness of the importance of:

- ◆ taking advice and dealing with feedback
- ◆ demonstrating a responsible attitude in all aspects of working with children

National Unit Specification: support notes (cont)

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Outcome 1

Following a brief presentation from the teacher/lecturer, the candidate, working with others, will investigate a variety of provision for children aged 0–12 years. This should include:

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

Candidates 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. Candidates should use this information to explain, either as individuals or in groups, how this provision meets the needs of children and what support is offered to parents. Some revision may be required regarding the needs of children.

Candidates should review the methods used to gather the information for this Outcome. Candidates should be encouraged to compare reviews as this should lead to discussion of different learning styles, ie, how one method is preferred by one candidate and not another. Suggestions for improving the methods of investigation should also be discussed.

Outcome 2

Candidates should be able to describe some of the skills, qualities and attitudes that they need 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 as part of a team

Whilst working in an early education and childcare setting, candidates will need to build positive relationships with children, parent/carers, families, colleagues and others. They should explore the difference between skills, qualities and attitudes and apply these to themselves as well as working in an early education and childcare setting.

National Unit Specification: support notes (cont)

UNIT Working in Early Education and Childcare (Intermediate 2)

Some of the skills, qualities and attitudes 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

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

Attitudes

- ◆ positive attitude
- ◆ accept advice willingly
- ◆ flexible
- ◆ respect children as individuals
- ◆ respect colleagues and other adults

These should be underpinned by respect for individuals, recognising and 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. 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. 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

Candidates should reflect on these skills, qualities and attitudes in relation to themselves. They should evaluate which skills, qualities and attitudes they have and which would require further development. They should reflect on any barriers to developing these skills, qualities and attitudes and should produce a personal action plan.

National Unit Specification: support notes (cont)

UNIT Working in Early Education and Childcare (Intermediate 2)

Outcome 3

The investigation for Outcome 1 could also be used to find information for identifying and describing the roles of professionals in the sector. Candidates should find out about a variety of careers in the early education 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. They should also look at the role of the teacher within the early education and childcare sector, particularly pre-school provision. The SSSC website gives a list of qualifications for each level and candidates 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.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1

Candidates 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

The emphasis should be on gathering information in groups and the teacher/lecturer should support the group process and facilitate negotiation of the allocation of tasks within groups, and ensure that all members of the group contribute to the process. Classroom organisation is at the discretion of the teacher/lecturer, but consideration could be given to the allocation of one type of provision to different groups and the sharing of all research gathered to draw conclusions. 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. They should make phone calls, write letters, organise hospitality and follow up visits and speakers with thank you letters and calls.

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.

In reviewing the process, candidates could be given questionnaires and should look at the advantages and disadvantages of the methods used. Suggestions for improving the methods of investigation should also be discussed.

National Unit Specification: support notes (cont)

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Outcome 2

Candidates should be involved in describing and discussing skills, qualities and attitudes by the use of case studies and through video footage. They may also reflect on any placement/work experience opportunities that they may have had. Candidates should be able to translate the abstract skills, qualities and attitudes into practical caring skills and this should be done in group settings. This will encourage candidates to work and reflect on practice as part of a team. Role play could be used to simulate actual scenarios, eg coming late to work, answering phone calls and these could be recorded using video/audio tape. Candidates should relate the skills, qualities and attitudes to themselves and this could be achieved through quizzes, case study and through individual goal setting sessions. These should be recorded and kept in each candidate's file. Throughout the Unit candidates should be encouraged to display in class the skills, qualities and attitudes 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 and the investigations for these Outcomes could in fact be integrated. Candidates could find out about the range of provision, and the roles of people who work in them at the same time. Candidates should have access to the SSSC website. Candidates could interview people employed in a variety of roles within the early education and childcare sector, either in the workplace or as speakers in class. Candidates could arrange details of these visits, as described for Outcome 1 above. Candidates could have input from careers guidance staff to support their chosen career pathway and should have a wide range of literature, prospectuses, etc to support this.

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 and 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. There may also be opportunities to develop skills in Information Technology during the investigation and in the presentation of the folio.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The folio could be presented in a variety of formats and candidates could consider using Information Communication Technology to record the evidence required for their folio, 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 must be carried out under supervision.

National Unit Specification: support notes (cont)

UNIT Working in Early Education and Childcare (Intermediate 2)

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).

National Unit Specification: Appendix to the statement of standards

UNIT: Working in Early Education and Childcare (Intermediate 2)

NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit

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 is a number of settings.

Outcome 3

Candidates should consider career options within the roles described by the Scottish Social Services Council, ie support worker, practitioner and lead practitioner/manager, as well as the role of the teacher/lecturer within the early education and childcare sector.