

## National Unit Specification: general information

<b>UNIT</b>	Care of Children (Intermediate 1)
<b>CODE</b>	DM85 10
<b>COURSE</b>	National 4 Early Education and Childcare

### SUMMARY

This Unit is designed to allow the candidate to gain a basic understanding of how the needs of children aged 0–12 years can be met. They are required to plan, demonstrate and review caring skills that meet these needs. Building on this knowledge they will, working as part of a group, investigate and present information on one of the needs in detail. Candidates are not required to have a work placement to complete this Unit but would benefit from visiting early education and childcare settings.

This Unit is an optional 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 Demonstrate knowledge and understanding of the needs of children aged 0–12 years.
- 2 Demonstrate an understanding of care skills that would support the needs of children aged 0–12 years.
- 3 In a group, investigate the needs of children aged 0–12 years.

### 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

<b>Superclass:</b>	PQ
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## **National Unit Specification: general information (cont)**

**UNIT** Care of Children (Intermediate 1)

### **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 Care of Children (Intermediate 1)**

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**

Demonstrate knowledge and understanding of the needs of children aged 0–12 years.

##### **Performance Criteria**

- (a) Identify the needs of children aged 0–12 years.
- (b) Describe ways in which the needs of children aged 0–12 years can be met.

#### **OUTCOME 2**

Demonstrate an understanding of care skills that would support the needs of children aged 0–12 years.

##### **Performance Criteria**

- (a) Describe a range of caring skills that would meet the needs of children aged 0–12 years.
- (b) Plan a demonstration of practical caring skills that would support the needs of children aged 0–12 years.
- (c) Demonstrate practical caring skills that would support the needs of children aged 0–12 years.
- (d) Review the demonstration of practical caring skills that would support the needs of children aged 0–12 years.

#### **OUTCOME 3**

In a group, investigate the needs of children aged 0–12 years.

##### **Performance Criteria**

- (a) Contribute to a plan for an investigation into a specified need of children aged 0–12 years.
- (b) In an agreed role, investigate the specified need.
- (c) Contribute to the group presentation of detailed findings on the specified need.
- (d) Review own contribution to the planned investigation and presentation.

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

### **UNIT** Care of Children (Intermediate 1)

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Written and/or recorded oral evidence is required covering all Outcomes and Performance Criteria. The evidence will consist of:

A short answer test lasting no more than 30 minutes. This test should be carried out in controlled, supervised conditions and achievement should be determined by using a cut-off score.

And a folio containing:

- ◆ a plan of how to demonstrate three practical caring skills covering two of the age groups specified in the Appendix to the Statement of Standards
- ◆ an assessor checklist covering the candidate's demonstration of three practical caring skills for two of the age groups specified in the Appendix to the Statement of Standards.
- ◆ a review sheet relating to the demonstration of three practical caring skills that would support the needs of children aged 0–12 years
- ◆ a plan of a group investigation into a specified need of children aged 0–12 years
- ◆ evidence of the presentation on the findings of the investigation
- ◆ a review sheet relating to the candidate's own contribution to the planned investigation and presentation

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 Care of Children (Intermediate 1)**

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 candidate should gain an understanding of:

- ◆ the needs of children aged 0–12 years
- ◆ what it means to care for children
- ◆ the application of caring skills in promoting the needs of children
- ◆ how to work as part of a team
- ◆ how to plan for, demonstrate and subsequently review a practical caring skill
- ◆ simulated work settings
- ◆ the skills required to care for children
- ◆ presentation skills

#### **Employability Skills**

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

- ◆ working co-operatively with others
- ◆ planning and preparation
- ◆ demonstrating a responsible attitude in all aspects of working with children
- ◆ reviewing and evaluating own skills development
- ◆ health and safety awareness
- ◆ organisational skills

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

- ◆ presentation skills

#### **Outcome 1**

Candidates should know that a need is a requirement that must be satisfied in order that children not only survive, but grow, develop and enable them to reach their full potential, and so should be able to explain how meeting the needs of children supports their development. The nature of need is ever changing, according to the age and stage of development and life circumstances of the child.

Candidates should be aware of the necessity of supporting the needs of children in a holistic way because each child is a unique human being with individual requirements.

Candidates should be aware of the broad developmental needs and the associated specified areas, eg the physical development need for hygiene, nutrition, and safety; the emotional development need for praise and encouragement, love and affection. Social development needs could be addressed with opportunities to interact with others; social skills and cognitive development could include opportunities to learn skills and exploration. Candidates could also consider needs in relation to warmth and shelter, food and water, love and security. The following suggestions are not prescriptive and any selection from the following list could be used:

## National Unit Specification: support notes (cont)

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- ◆ love
- ◆ affection
- ◆ nutrition
- ◆ warmth
- ◆ sleep
- ◆ rest
- ◆ hygiene
- ◆ exercise
- ◆ exploration
- ◆ praise and encouragement
- ◆ intellectual stimulation
- ◆ fresh air
- ◆ socialisation
- ◆ discovery
- ◆ play
- ◆ communication
- ◆ safety

The candidate should consider how these needs relate to all age groups in the age range. The candidate should use this opportunity to examine how the care needs of the child are met through the application of care skills. This should lead candidates into the identification of care skills to be planned, demonstrated and reviewed in Outcome 2.

#### Outcome 2

The candidates should be aware that adults who work with children must ensure that these needs are being met. Candidates could describe caring skills in terms of:

- ◆ practical caring skills, eg mixing a bottle
- ◆ communication skills, eg expressing love and affection
- ◆ personal/interpersonal skills, eg caring, empathetic

Candidates should expand on these lists and describe how each one could be translated into meeting a need. This could be achieved through observing the practice of others, through case studies or through role play.

The candidate should identify three practical care skills that meet the needs of at least two of the age groups mentioned above. Although the list below is by no means definitive in terms of the skill required to care for children aged 0–12 years, examples of these skills might be:

## National Unit Specification: support notes (cont)

### UNIT Care of Children (Intermediate 1)

Age group	Care skills
0–3 years	Mixing a bottle Making a nutritious meal Understanding the weaning process The process of toilet training
3–5 years	Planning and reading a bed-time story Dressing a child for winter/summer weather Planning bathtime Encouraging children to wash hands before meals
5–8 years	Caring for children's teeth Planning exercise Meeting the social needs of this age group Going to school
8–12 years	Encouraging independence Making sure children get enough fresh air Encouraging a healthy attitude to food Encouraging participation Preparing for puberty

The candidates should demonstrate these three care skills in a work placement, if this is available, or in a simulated context within a classroom. In planning their experience they should consider:

- ◆ the developmental needs of the child and how these are going to be met
- ◆ the resources they may require to carry out their experience
- ◆ their role in caring for the child

Their plan should be discussed with the tutor prior to the demonstration. Some of the more practical tasks should, where possible, be carried out by the candidate and observed by the lecturer. Where resources are available, candidates could have the opportunity to prepare healthy snack/meals for children across the age range. In other more abstract caring skills, the candidate may demonstrate ways in which they would carry out the caring, by giving a demonstration, putting up a display, making a poster, etc.

Following the demonstration the candidate will review the demonstration in relation to the initial plan with a focus on meeting the care needs of the child. The candidate should be able to relate this to the knowledge gained in Outcome 1.

### Outcome 3

Working as part of a group, candidates are required to select one of the needs of children, prepare a plan for an investigation into this, carry out the investigation and then present the findings of the investigation. The presentation method should be included in the plan and should be selected by the candidates. A variety of methods could be explored such as:

- ◆ a display
- ◆ a power point presentation
- ◆ a poster
- ◆ a report
- ◆ a leaflet

## National Unit Specification: support notes (cont)

### UNIT Care of Children (Intermediate 1)

The presentation should be recorded in some way, eg by video or photograph for inclusion in the candidate's folio of evidence. If a number of groups are working within one class it would be likely that they would choose different ways to present their information.

Candidates should select one of the needs and investigate how this need can be met across the age range. To carry out the investigation candidates should have access to a range of sources of information, including:

- ◆ the internet
- ◆ personal testimony
- ◆ books, magazines and periodicals
- ◆ visiting provision, eg crèches, toy libraries, baby clinics, after-school provision
- ◆ outside speakers: parents, community health practitioners, children
- ◆ interviews: parents and children

Where outside speakers and visits are arranged, candidates should take responsibility for this by making phone calls and arranging hospitality and thank you letters. Following the presentation candidates should reflect on the investigative process and relate this directly to the plan. They should evaluate their contribution to the investigative process and in the presentation, in relation to the methods used and the contribution of others. This could be facilitated by the lecturer through individual tutorial sessions or by the candidate using a checklist. Candidates should be encouraged to look at their contribution positively — what they did rather than what they did not do.

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

In the delivery of this Unit teachers/lecturers should use a largely experiential approach and should take into account individual learning styles of candidates when planning the delivery of the Unit. Some of the methods employed should be:

- ◆ group exercises
- ◆ case studies/scenarios
- ◆ role play
- ◆ worksheets
- ◆ poster/leaflet making
- ◆ use of video material
- ◆ workshops
- ◆ visits to early education and childcare settings
- ◆ use of appropriate websites
- ◆ visiting speakers — candidates should be encouraged to invite the speaker in writing, welcome the speaker and give a vote of thanks

Candidates should be given the opportunity to collate illustrative materials, equipment and resources required to meet the needs of the group activity.

### **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 the caring skills needed to work as an early education and childcare professional. Problem solving will be a key element of the work as the candidates will decide what information needs to be gathered.



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

### **UNIT** Care of Children (Intermediate 1)

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

The assessment for this Unit is 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 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 be carried out under supervision.

#### **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:** Care of Children (Intermediate 1)

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