

National Unit Specification: general information

UNIT	Parenting (Intermediate2)
CODE	DM86 11
COURSE	Early Education and Childcare (Intermediate 2)

SUMMARY

This Unit enables candidates to develop an understanding of the role of a parent. They will, in a simulated context, demonstrate some of the responsibilities of parenthood and find out about the influences on parenting. Working as part of a group, they will investigate the support available to parents from the family and the community. Candidates are not required to have a work placement but would benefit from visiting community resources that offer support to parents.

This Unit is an optional Unit in the Course *Early Education and Childcare (Intermediate 2)* 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 may wish to progress to further levels of study in early education and childcare.

OUTCOMES

- 1 Demonstrate knowledge and understanding of the role of a parent of children aged 0–12 years.
- 2 Demonstrate knowledge and understanding of the influences on parenting of children aged 0–12 years.
- 3 In a group, investigate the support available to parents from family and the community.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. Candidates would benefit from having knowledge and understanding of the basic principles of child development. They would also benefit from having attained one of the following or equivalent:

- ◆ the Unit *Parenting (Intermediate 1)*
- ◆ a Course or Unit in Care at Intermediate 1

Administrative Information

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National Unit Specification: general information (cont)

UNIT Parenting (Intermediate2)

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

UNIT Parenting (Intermediate 2)

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 role of a parent of children aged 0–12 years.

Performance Criteria

- (a) Describe the responsibilities of being a parent of children aged 0–12 years.
- (b) In a simulated context, demonstrate the responsibilities of being a parent.
- (c) Maintain a record of practical experiences related to being a parent.

OUTCOME 2

Demonstrate knowledge and understanding of the influences on parenting of children aged 0–12 years.

Performance Criteria

- (a) Describe how different family structures can influence parenting.
- (b) Describe how cultural factors can influence parenting.
- (c) Describe how personal experiences and circumstances can influence parenting.

OUTCOME 3

In a group, investigate the support available to parents from family and the community.

Performance Criteria

- (a) Contribute to a group plan for an investigation into the support available to parents.
- (b) In an agreed role, investigate ways in which parents can be supported by the family and the community.
- (c) Using the information gathered, evaluate the effectiveness of the support available to parents.
- (d) Contribute to the group presentation of the findings and conclusions of the investigation.
- (e) Review own contribution to the planned investigation and presentation.

National Unit Specification: statement of standards (cont)

UNIT Parenting (Intermediate 2)

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.

Written and/or recorded oral evidence will be gathered in a case study that will test knowledge and understanding for Outcome 1 Performance Criteria (a) and all of Outcome 2 and a folio that covers Outcome 1 (b) and (c) and Outcome 3 providing evidence of the practical parenting experiences and the group investigation.

Outcomes 1 and 2 (a)

The case study with associated questions will be conducted under supervised conditions and will last no more than 30 minutes. Achievement in the case study may be decided by the use of a cut-off score. The case study will provide evidence of:

- ◆ a description of the responsibilities of being a parent of children aged 0–12 years
- ◆ a description of how family structures, cultural factors and personal experiences can influence parenting

Outcomes 1 (b) and (c)

The folio will contain:

- ◆ a record of the practical parenting experiences the candidate has participated in; this will demonstrate a clear understanding of **at least three** responsibilities of being a parent and may be a written log or video diary and may contain photographs of the candidate's experience
- ◆ evidence of the candidate's contribution to the group investigation plan
- ◆ evidence of the candidate's contribution to the investigation in the agreed role
- ◆ evidence of the candidate's contribution to the group presentation of findings and conclusions; the findings and conclusions should be presented in a format chosen by the group and could take the form of a display, electronic presentation, a written report with supporting evidence, a poster, a leaflet or a newsletter
- ◆ candidate's review of own contribution to the planned investigation and presentation
- ◆ a teacher/lecturer checklist to support the candidate's participation in planning, investigating and presenting the findings of the investigation

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 Parenting (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.

Those involved in the delivery of this Unit should be aware of the potentially sensitive nature of some of the issues to be discussed and investigated in this Unit, particularly in relation to individual candidates' circumstances. Teachers/lecturers should avoid painting an ideal picture of parents and parenting.

By the end of this Unit candidates will have:

- ◆ gained an understanding of the responsibilities of being a parent
- ◆ experienced some of the responsibilities of parenthood in a simulated context
- ◆ gained an understanding of the factors that affect parenting
- ◆ worked as part of a group and planned an investigation
- ◆ worked as part of a group to investigate the support available to parents from family and the community
- ◆ contributed to a group presentation of the findings from the investigation

Candidates will have the opportunity to develop:

- ◆ communication skills by working in groups and with others in a variety of contexts
- ◆ investigative skills using a variety of research methods
- ◆ evaluative skills through the evaluation of findings
- ◆ presentation skills through the production of the portfolio of evidence and contribution to the group investigation
- ◆ confidence to set achievable goals
- ◆ self-evaluation skills by reviewing their contribution to the investigative process

Employability Skills

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

- ◆ working co-operatively with others
- ◆ presentation skills
- ◆ reviewing and evaluating own skills development
- ◆ planning and preparation
- ◆ decision making
- ◆ understanding roles and responsibilities

National Unit Specification: support notes (cont)

UNIT Parenting (Intermediate 2)

Outcome 1

Candidates should be aware of the responsibilities of parents across the age range and should be able to describe the responsibilities of parents for the age groups 0–3, 3–5, 5–8 and 8–12 years.

Candidates should be aware that whilst the nature of the role changes, the responsibilities remain the same. These responsibilities can be linked to the care, learning and development of the child and some of the responsibilities looked at could include:

- ◆ **Security:** in considering the responsibilities of parents, candidates should consider the role of parenting in providing the child with emotional security and unconditional love. They should consider ways that this can be demonstrated to children across the age range.
- ◆ **Safety:** candidates should consider the responsibilities of parents in providing a safe environment for children at various stages. They should look at the need for personal safety particularly as the child develops and becomes more independent. It is important to examine this in relation to the older age group, as the influence of peer pressure grows. Issues relating to alcohol and drug misuse could be explored.
- ◆ **Well-being:** this could include ante- as well as post-natal care and should be related to the parent meeting the basic needs of the child, including the need for warmth, shelter, food, exercise and play.
- ◆ **Financial:** candidates should explore the cost of raising a child at various stages and they should look at what are seen as essential and non-essential items for the child. Candidates could draw up family budgets and look at the effect of income on parenting.
- ◆ **Educational:** candidates should consider the responsibilities of the parent in relation to education. They should consider the parent as the prime educator of the child and consider the word education in its broadest sense, both formal and informal. They should also consider the role of the parent in working in partnership with providers of formal education.

In a simulated context, all candidates should be given the opportunity to experience and record the responsibilities of parenthood. The means used for this are dependant upon the resources of the centre.

Outcome 2

Through a variety of means, including teacher/lecturer-led activities, discussion and presentation, the candidate should find out about the various factors that affect parenting. If appropriate they could, in the first instance, look at their own experience of being parented and identify some differences in their experiences and the factors that have led to these. They should look at how factors affect parenting both positively and negatively. They could draw on their knowledge and experience gained in Outcome 1. Some of the factors that influence parenting could be:

- ◆ **Family structure:** candidates will learn about a variety of family structures and how these affect parenting.
- ◆ **Cultural:** candidates could examine how different cultural influences affect parenting.
- ◆ Candidates should explore the notion that ‘we parent the way we were parented’ and how society has not traditionally taught the parenting role. This issue should be explored sensitively. They should consider how personal experiences may influence parenting such as the loss of a parent, being taken into care, having a poor parenting model, place within a family, poverty.

National Unit Specification: support notes (cont)

UNIT Parenting (Intermediate 2)

Outcome 3

Working as part of a group, candidates should carry out an investigation into the support available to the parent from the family and the community. These lists are not definitive and candidates should use them to support their planning and help organise their investigation.

The family can provide:

- ◆ moral support
- ◆ practical support: childcare, babysitting
- ◆ advice: this may be subjective
- ◆ financial support

The community can offer:

- ◆ health support: doctors, nurses, community health practitioners, family planning, dentists
- ◆ education: pre-school provision, primary, secondary provision, learning support, community education
- ◆ leisure: for parents and children, sporting activities, play areas
- ◆ community resources: libraries, transport
- ◆ financial support: benefits, credit unions
- ◆ Social services: social workers, home helps

Once the information is gathered by the candidate, support should be given to groups to choose the best way to present their information. A variety of methods could be explored and 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 they would be likely to choose different ways to present their information.

Following the presentation, candidates should reflect on the investigation process and relate this directly to the plan made for Performance Criterion (a). They should evaluate their contribution in the investigative process and in the presentation, in relation to the methods used and the contribution of others. This could be facilitated by the teacher/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.

Teaching/learning approaches throughout the Unit should include practical experiences, reflection and self evaluation, group work, investigation and teacher-led activities. Candidates should have access to a range of sources of information, including:

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

National Unit Specification: support notes (cont)

UNIT Parenting (Intermediate 2)

Where outside speakers and visits are arranged, candidates should be encouraged to take responsibility for this by making phone calls, arranging hospitality and sending thank you letters. Lecture style presentations should be kept to a minimum.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1

In this Unit there are opportunities to build up an understanding of the challenges of the parenting role. Through observation, practical activities, experience and reflection, the candidates will become more aware of the demands of caring for children in a parental role and consequently some of the demands of working with parents in the sector. There are good opportunities in this Unit for self-evaluation and for seeking feedback from others. These are skills that employers value.

All candidates should have the opportunity to participate in practical experiences that will raise their awareness of some of the responsibilities of parenting as part of this Outcome. They should then report on these experiences. This can be done in a variety of ways, depending on centre resources. Some useful ways of introducing practical experiences could be through the use of:

- ◆ dolls
- ◆ interactive dolls
- ◆ an egg or another fragile object
- ◆ a flour baby

A range of books, popular teen dramas and soap operas also feature story lines relating to parenting issues and teachers/lecturers could make use of these as stimuli for discussion.

The method of recording the experience could be left to individual candidates and this record forms part of the Evidence Requirements. Multi-media reports could be used, eg the use of video diaries or the development of digital photograph albums of the candidate's experience.

Outcome 2

Candidates should have access to a variety of information about the factors affecting parenting. Due to the sensitive nature of this Outcome, this should be carefully managed by the teacher/lecturer and any research activities should be carried out within a supervised environment. This might be done through the use of:

- ◆ case studies
- ◆ videos and associated questions
- ◆ directed Internet searches
- ◆ outside speakers: parents from different cultures

Formative assessment should be used to ensure that candidates are prepared for assessment under supervised conditions.

National Unit Specification: support notes (cont)

UNIT Parenting (Intermediate 2)

Outcome 3

Candidates should use a variety of methods to investigate differing types of support for families.

They could:

- ◆ draw on personal experience
- ◆ use the Internet
- ◆ use books, magazine and periodicals
- ◆ visit provision
- ◆ invite outside speakers
- ◆ interview 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, if possible, by the candidates themselves. They should make phone calls; write letters, organise hospitality, arrange follow-up and thank you letters and calls.

Candidates should use the material gathered to explain how parents are supported. This may be done through group discussion, presentations, leaflet/poster making.

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 support available to families. 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 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).

National Unit Specification: Appendix to the statement of standards

UNIT Parenting (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