



## National Unit Specification: general information

**UNIT** Working with Children and Young People (Intermediate 2)

**CODE** F2CN 11

### SUMMARY

This Unit is practice-based and designed to allow candidates to demonstrate their skills working with children and young people. It will allow candidates to demonstrate their knowledge of their work setting and to demonstrate their ability to work within the legislative framework. There is an expectation that candidates will be able to demonstrate their ability to work within the framework of policies and procedures whilst maintaining professional standards at all times.

Candidates must demonstrate their ability to work with children and young people in their workplace in a manner that takes account of the developmental level of the child and/or young person. Candidates are also required to provide play and activities appropriate for the child and/or young person, whilst maintaining their health, safety and well-being.

This Unit is a mandatory Unit of the National Progression Award (NPA) in Playwork and Childcare, but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who are considering employment in the childcare and education sector or wish to progress onto higher level Playwork and Early education and childcare qualifications. There is an expectation that workplace practice/placement will be necessary and that an adequate number of hours be allocated to this. The candidate must have the opportunity for a suitable placement or may be employed in the childcare and education sector working under supervision.

### OUTCOMES

- 1 Describe own working environment in terms of the legislative and policy framework, ethos and aims of the workplace setting.
- 2 Explain own role and responsibilities in working with children and young people within the workplace setting.
- 3 Working under supervision, contribute to the experience of children or young people within the workplace setting.

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#### Administrative Information

**Superclass:** PQ

**Publication date:** October 2007

**Source:** Scottish Qualifications Authority

**Version:** 01

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## National Unit Specification: general information (cont)

- 4 Working under supervision, support the health, safety and well-being of the child or young person in the workplace setting.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally benefit from having attained one of the following, or equivalent:

- ◆ a Communications Unit at Intermediate 1
- ◆ a Unit(s) from Intermediate 1 — Early Education and Childcare

Candidates would benefit from some knowledge and understanding of the development of children and young people from 0 to 16 years and appropriate play and activities for children and young people.

### CREDIT VALUE

2 credits at Intermediate 2 (12 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 or Core Skills components in this Unit.

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

### **UNIT Working with Children and Young People (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**

Describe own working environment in terms of the legislative and policy framework, ethos and aims of the workplace setting.

##### **Performance Criteria**

- (a) Describe own workplace setting in terms of the type of establishment.
- (b) Describe the aims and ethos of the workplace setting.
- (c) Describe the legislative framework for the workplace setting.
- (d) Describe guidelines, policies and procedures of the workplace setting.

#### **OUTCOME 2**

Explain own role and responsibilities in working with children and young people within the workplace setting.

##### **Performance Criteria**

- (a) Describe own role in the workplace setting.
- (b) Explain own responsibilities within the workplace setting.
- (c) Describe own role as part of a team in the workplace setting.
- (d) Explain own contribution to achieving aims and objectives of the workplace setting.

#### **OUTCOME 3**

Working under supervision, contribute to the experience of children or young people within the workplace setting.

##### **Performance Criteria**

- (a) Provide appropriate play opportunities or activities for the children or young people.
- (b) Ensure that the developmental needs of each individual child can be met in the workplace setting.
- (c) Provide opportunities for the rights of the children or young people to be taken into consideration in the workplace setting.

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

### **UNIT Working with Children and Young People (Intermediate 2)**

#### **OUTCOME 4**

Working under supervision, support the health, safety and well-being of the child or young person in the workplace setting.

#### **Performance Criteria**

- (a) Prepare and support a healthy and safe environment for children or young people.
- (b) Explain how safety in the workplace setting is maintained.
- (c) Explain the procedures for dealing with hazards and emergencies in the workplace setting.

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

Evidence is required to demonstrate that the candidates have achieved all Outcomes and Performance Criteria.

Written and/or recorded oral evidence and performance evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria. The evidence for this Unit should take the form of:

- ◆ written and/or oral recorded evidence which demonstrates that the candidate has met the requirements of Outcomes 1 and 2 as well as Outcome 4, Performance Criteria (b) and (c)
- ◆ performance evidence, supplemented by a reflective diary and observation checklist is required for Outcome 3 and Outcome 4, PC(a). The reflective diary will contain six reflective diary records of play and activities offered to children and/or young people. These must include:
  - implementation of activities or play opportunities ensuring children's or young person's individual developmental needs and rights were supported
  - how the health and safety needs of the children or young people were supported
  - description of how the candidate worked as part of the team in offering the play and activities

The observation checklist will support the reflected diary records of the candidate practice.

The evidence should be compiled under unsupervised conditions but centres must be satisfied that the evidence submitted is the candidate's own work and relates to the candidate's own workplace. The evidence should be retained in a folio.

The evidence should be signed and dated by a supervisor, as verification of actual practice. The supervisor should be registered with the Scottish Social Services Council (SSSC) at practitioner level. A different form of verification may be required if candidate is working as a childminder.

The Assessment Support Pack for this Unit provides sample questions and answers, exemplar case study etc. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

## **National Unit Specification: support notes**

### **UNIT Working with Children and Young People (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 80 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This practice-based Unit is designed to allow candidates to demonstrate their skills working with children and young people. It will allow candidates to demonstrate their knowledge of their work setting and to demonstrate their ability to work within the legislative framework. There is an expectation that the candidates will be able to demonstrate their ability to work within the framework of policies and procedures whilst maintaining professional standards at all times. There is an expectation that workplace practice/experience will be necessary and that an adequate number of hours should be allocated to this.

This Unit aligns to the National Occupational Standards (NOS) for Playwork at level 2 developed by the Sector Skills Council (SSC) SkillsActive and also to the NOS for Children's Care, Learning and Development at level 2 developed by the SSC Skills for Care and Development.

The candidate should be working under the supervision of someone registered with the SSSC at practitioner level. The candidate will work under the Scottish Social Services Council (SSSC) codes of practice.

#### **Outcome 1**

Candidates must have the opportunity to identify the aims and ethos of their setting. This may be found in policy documents or publicity material. They should be able to explain what this means and to relate it to their practice within the setting. Candidates need to consider the current legislative framework of their setting, such as the United Nations Convention on the Rights of the Child, the Children (Scotland) Act, 1995, The National Care Standards: early education and childcare up to the age of 16; Protecting Children and Young People: The Charter.

Candidates need to read and understand the policy and procedures of their setting. They must demonstrate their ability to follow and adhere to these guidelines and to maintain professional standards at all times.

#### **Outcome 2**

Candidates must be able to identify their own role and responsibilities within the workplace setting and team. They should be aware of their line management route and be aware of the limits of their responsibility. They must demonstrate competent practice in line with these responsibilities and show that they carry out their designated role and the responsibilities associated with their role.

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

### **UNIT Working with Children and Young People (Intermediate 2)**

#### **Outcome 3**

Candidates must demonstrate their understanding of what is expected of them in relation to working with children and/or young people in their setting. They must demonstrate their ability to provide suitable play and activities for children and/or young people appropriate to their age, developmental level and play choices, and based on their role within their setting.

They must demonstrate their ability to support the well-being of the children and/or young people in their setting in a manner that is appropriate to their stage of development whilst maintaining safety and upholding children's rights.

#### **Outcome 4**

Candidates must show that they can prepare a healthy and safe environment for children and/or young people, in terms of the well-maintained space; the play and activities provided.

Candidates must show that they can ensure safe working practice is maintained at all times in line with role, legislation, and setting policies. This can include good hygiene practice, food handling, maintaining equipment and resources. These will depend on candidate's role within the setting, and their agreed responsibilities. They must also explain their ability to deal with hazards or emergencies; this may include breakages, spillages, accidents, security, evacuation. Again these must be appropriate to the candidate's role and responsibilities within their setting. If actual practice is not available, then simulations or case studies may be appropriate.

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

This Unit is a mandatory Unit in the National Progression Award in Playwork and Childcare (Intermediate 2). It is recommended that it should be delivered within the context of this award.

This Unit is a practice based Unit, and candidates must be given the opportunity to work in a Playwork or Childcare setting. Candidates should have access to relevant legislation, workplace policy and procedure documentation and workplace guidelines. It is important to emphasise that the Unit involves the demonstration of practical competences and the application of knowledge and understanding in the work setting.

For this, regular tutorial meetings with candidates which explore aspects of workplace practice and which support candidates in the process of self evaluation and recording of evidence will be essential. If the candidate is on placement, a combination of tutorial support and placement supervision would facilitate candidates' progress through the Unit. A named workplace supervisor should monitor candidate progress in partnership with tutor(s). It is also essential that delivering centres regularly meet with supervisors to aid understanding and establish candidate progress.

Centres should continue to offer placement experiences to candidates according to principles of best practice or in an appropriate setting. Placements could be offered to candidates across the early education and childcare sector, including the local authority, private and voluntary sectors. Candidates should have enough time in placement to ensure that all Outcomes and Performance Criteria are met. Candidates should be able to complete the Unit in a placement that only provides part day provision, eg playgroup, private nursery, out of school care, etc.

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

### **UNIT            Working with Children and Young People (Intermediate 2)**

If the candidate is in employment, then a combination of tutorial support and workplace supervision would facilitate the candidate's progress through the Unit. A named workplace mentor should monitor progress in partnership with the tutor(s). It is also essential that delivering centres regularly meet with mentors to aid understanding and establish candidate progress.

It is recommended that the Outcomes are delivered in sequence and linking in with one of the optional Units with the NPA in Playwork and Childcare in order to give context to the Unit.

Outcomes 1 and 2 could be delivered by looking at examples of a variety of workplace settings and by discussion amongst candidates could be encouraged to consolidate learning.

It would be useful if candidates could visit a range of workplace settings however, centres could use video footage as a suitable alternative.

### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

Candidates may have the opportunity to develop aspects of the Core Skill in Working with Others through group discussions, exercises as part of the learning and teaching approach.

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

The assessment for this Unit should be gathered on an on-going basis to allow candidates to reflect on their practices within their own workplace. The evidence for this Unit should be obtained through the compilation of a folio of evidence based on candidates practice in their setting.

The candidate will also be expected to maintain a reflective diary which includes six examples of the their work based practice of different play opportunities and activities which are suitable for children or young people worked with. This reflective diary could be based on extended response questions. The observation checklist should be used to record the candidate practice and it might include resources, preparation, etc. This should be included in the folio of evidence.

The Assessment Support Pack for this Unit provides sample questions and answers, exemplar case study etc. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

### **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)).