



National Unit Specification: general information

UNIT Working as a Nanny in a Family Setting (Intermediate 2)

CODE F2CW 11

SUMMARY

This Unit requires candidates to investigate the skills required to enable them to carry out the duties of a nanny in a family setting and understand the differing roles of a nanny. Candidates should be able to demonstrate an understanding of how to provide for children's needs and how to plan activities when supporting children's development.

To complete this Unit, candidates are required to provide knowledge of understanding or practical experience of working as a nanny in a family setting.

This Unit is an Optional Unit in the National Progression Award 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 wish to gain employment, or may already be employed, as a nanny in a family setting. They may wish to progress on to higher early education and childcare qualifications.

OUTCOMES

- 1 Explain the roles and responsibilities of a nanny in relation to the family setting and legislation.
- 2 Describe the practice of a nanny in a family setting.

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:

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

Administrative Information

Superclass: PQ

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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

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 or Core Skills components in the 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

Explain the roles and responsibilities of a nanny in relation to the family setting and legislation.

Performance Criteria

- (a) Explain the role of a nanny in the family setting.
- (b) Explain the responsibilities of a nanny in a family setting.
- (c) Explain the role of the nanny in relation to current legislation.
- (d) Explain the role of the nanny in relation to the parent and carers.

OUTCOME 2

Describe the practice of a nanny in a family setting.

Performance Criteria

- (a) Describe how to provide for children's differing needs in a family setting.
- (b) Describe how to plan for children's routines and play activities taking into account developmental requirements.
- (c) Explain how to care for the sick child in a family setting.
- (d) Describe how to provide healthy meals and snacks for children in a family setting.

EVIDENCE REQUIREMENTS FOR THIS UNIT

The evidence for this Unit will be in the format of a folio, integrating the two Outcomes. The assessment should be conducted under unsupervised conditions. Centres must be satisfied that the work submitted is the candidate's own work. Assessors should maintain a record of any discussions with each candidate. The folio should contain the following information:

Outcome 1 and 2

The candidate should explain the roles and responsibilities of the nanny in the family setting. This may depend on the type of nanny, eg daily, live in. The candidate must consider current legislation and how that may relate to the nanny's work. Another aspect to look at is the involvement of parents and carers as part of the roles and responsibilities. The candidate must explain how to look after a sick child in the family setting.

The candidate should also provide in the folio:

- ◆ two daily routine plans looking at how to provide for the individual needs of the child and to ensure developmental requirements are met
- ◆ two healthy eating menus for the day

National Unit Specification: support notes

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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

This Unit aligns with 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.

Candidates will work under the Scottish Social Services Council (SSSC) codes of practice.

Outcome 1

Candidates should consider the role that the nanny may undertake in the family setting to include, supporting the child and the parent or carer, working with the parent to define job role, explaining role in the child's life without compromising the parents needs, duties are required by the parent/carers.

Candidates should consider the responsibilities of the nanny in the family setting which could include, sole charge responsibilities, taking children to school, respecting cultural wishes of parents. Candidates should consider the legislative issues such as Disclosure Scotland, tax and national insurance, and current guidelines for childcare, relevant insurance, registering with a reputable agency, appropriate pay and conditions.

When working with parents and carers, the candidate should think about the role of the parent and care in the child's routine, how to be professional with the parents even if living in their home.

Outcome 2

Candidates need to consider the importance of treating children as individuals and caring for their needs. Candidates will also need to consider how to work in the family setting as a nanny, and maintain the child's routine in accordance with the parents wishes.

The care and management of the sick child, which includes basic signs of childhood illness, will be another aspect the candidate needs to consider.

In providing healthy snacks and meals for the child, the candidate needs to explain what this means and how to do this in a family setting.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this Unit there should be a balance between teacher/lecturer presentation and candidate learning. This can be taught in a variety of methods such as:

- ◆ lectures
- ◆ worksheets

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- ◆ case studies
- ◆ group discussions
- ◆ small group exercises
- ◆ use of ICT such as searching appropriate and relevant websites
- ◆ simulated activities
- ◆ shower of thoughts

Outcome 1

Lecturer input will be relevant at this stage of the Unit. Candidates can be guided on the outline of the project looking at how to research, from internet, relevant magazines, text books and nanny agencies.

Explore and define the definition of ‘nanny’. In comprehensive terms look at all the options of the Job role of a nanny, (live in nanny, daily nanny, nanny share etc). Explore the differences with other childcare provisions.

Discuss the difference between role and responsibility with the candidates.

Look at the reasons why parents would choose a nanny, looking at the benefits and challenges for the nanny, parents and the children.

Candidates need to have an understanding of contracts, good working conditions (hours, wages, and time off, overtime, holidays and holiday pay, accommodation ie appropriate living conditions for the nanny in the family setting).

What are the conditions and benefits of being registered with a reputable nanny agency to the parents and the Nanny? Looking at current and relevant legislation that applies to Nannies working in a family setting, you may want to focus on the Children Scotland Act 1995 and Health and Safety in the Workplace.

Explore different support options open to both the nanny and the parents; highlight that this can be an isolated job away from home, not close to family or friends. Possible options for nannies are parent and toddler groups, playgroups, childminding groups, other nannies etc.

Explore the needs of the children in relation to the nanny’s role and responsibilities.

Outcome 2

In the first Outcome, candidates need an understanding of children’s needs, routines, highlighting Nanny’s roles and responsibilities in providing and implementing routines for children in a family setting.

Explore the needs of children in a family setting, use of videos to show real experiences highlighting a family setting.

National Unit Specification: support notes (cont)

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Candidates need to understand and provide evidence of how to plan routines to accommodate children's differing needs, this could be achieved by providing plan templates.

Candidates need to understand the roles of the adults ie parents and other possible adults involved in the family setting.

Candidates should understand the basics for caring for a sick child, from recognition of signs and symptoms to when to inform parent, or call for the doctor.

The tutor can also work with the candidate on identifying what healthy eating is and how the candidate can work with the families to try to provide healthy food and snacks for the child. Useful resources are:

- ◆ http://www.bbc.co.uk/parenting/childcare/available_nannies.shtml
- ◆ Professional Association of Nursery Nurses (PANN www.pat.org.uk)
- ◆ Nanny Tax www.nannytax.co.uk
- ◆ Nursery world magazine.

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 folio should be produced as an on-going piece of work, and should be developed as the candidate progresses through the Unit.

The assessment should be conducted under unsupervised, uncontrolled, open-book conditions. Centres must be satisfied that the work submitted is the candidates own work. Assessors should maintain a record of any discussions with each candidate.

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).