

Unit title: Contemporary Families (SCQF level 5)

Unit code: HX1M 75

Superclass: HF

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Unit purpose

This unit is designed to give learners an awareness and understanding of the range of families in a contemporary society and the skills required to support children and young people. Learners will develop practical skills within a range of family focused tasks and engage in a variety of learning experiences, which will increase their knowledge and understanding of contemporary families.

This unit is an optional unit in the Course Early Learning and Childcare (National 5) but is also suitable as a stand-alone unit. The unit is suitable for learners who may be considering employment in the Early Learning and Childcare sector and who wish to progress to further levels of study in Early Learning and Childcare.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Investigate the roles and responsibilities of families to raise children and young people.
- 2 Describe a range of influences on the parenting role within families which impacts on children and young people.
- 3 Investigate the support available to families from professionals and organisations.

Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

Recommended entry to the unit

Entry is at the discretion of the centre. Learners 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 *Contemporary Families* at (National 4)
- ◆ a course or unit in Care at National 4

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

Context for delivery

If this unit is delivered as part of a course, it is recommended that it should be taught and assessed within the subject area of the course to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website
www.sqa.org.uk/assessmentarrangements.

National Unit Specification: Statement of standards

Unit title: Contemporary Families (SCQF level 5)

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 SQA.

Outcome 1

Investigate the roles and responsibilities of families to raise children and young people.

Performance criteria

- (a) Describe the roles and responsibilities of families to raise children and young people
- (b) Demonstrate the practical roles and responsibilities of families
- (c) Evaluate the demonstration of practical roles and responsibilities

Outcome 2

Describe a range of influences on the parenting role within families which impact on children and young people.

Performance criteria

- (a) Describe the personal skills and attributes needed for the parenting role within a family.
- (b) Describe the cultural factors which can influence families and the parenting role.
- (c) Describe the different family structures which can influence the parenting role.
- (d) Describe personal experiences and circumstances which can influence families and the parenting role.

Outcome 3

Investigate the support available to families from professionals and organisations.

Performance criteria

- (a) Describe the types of support offered by professionals and organisations working in partnership with families.
- (b) Explain the impact the identified support can have on the child or young person's care, learning, and development.

Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

Evidence can be gathered in a range of ways which will assess learners' knowledge, understanding, and application across the learning outcomes and performance criteria.

Where learners have worked in a group, there should be evidence of their individual contribution.

Outcome 1 (a)

Written and/or oral evidence is required for this outcome.

The evidence must cover a minimum of **two** roles and responsibilities of the family, reflected in a contemporary society.

Outcome 1 (b) and (c)

Written, Oral and/or practical observational evidence is required for this outcome.

The evidence should cover a minimum of **three** ways that learners have demonstrated a range of practical roles and responsibilities required in a contemporary family.

The learner must identify and demonstrate a range of practical family skills. The learner must then evaluate their own demonstration of these practical skills. This evaluation can be linked to their employability skills.

The evidence could contain:

- ◆ an assessor checklist which confirms the learner has demonstrated a minimum of **three** practical family skills in specified activities in relation to two of the age groups specified in the statement of standards in this unit.
- ◆ a completed learner review of practical skills which takes account of feedback from others.

Outcome 2

Written and/or oral evidence is required for this outcome.

Evidence for Outcome 2(a) must cover a minimum of **two** skills and **two** attributes needed for a parenting role.

Evidence for Outcomes 2 (b), (c) and (d) must cover a minimum of **two** influences each. Learners need to be able to describe how the influences impact children and young people.

Outcome 3

Written and/or oral evidence is required for this outcome.

Evidence must cover a minimum of **two** types of support offered.

The evidence should demonstrate the range of knowledge and understanding across this learning outcome and performance criteria.

National Unit Specification: Statement of standards (cont)

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Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this unit. Employability is a key aspect of Skills for Work and is present throughout the unit. In addition, there are a number of other skills that learners will be expected to improve on and develop as they undertake this unit, these can be drawn from the main skills areas listed below. These must be built into the unit where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

3 Health and Wellbeing

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.3 Physical wellbeing
- 3.4 Physical for, and making, choices and changes
- 3.5 Relationships

4 Employability, enterprise and citizenship

- 4.1 Employability
- 4.2 Information and communication technology (ICT)
- 4.3 Working with others
- 4.4 Enterprise
- 4.5 Leadership
- 4.6 Citizenship

5 Thinking Skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *National Unit Support Notes*.

National Unit Support Notes

Unit title: Contemporary Families (SCQF level 5)

Unit support notes are offered as guidance and 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

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 learners' circumstances. Teachers/lecturers should avoid painting an ideal picture of parents and parenting.

By the end of this unit learners will have:

- ◆ gained an understanding of the skills and attributes needed in a parent/guardian/family.
- ◆ gained an understanding of the roles and responsibilities of being a parent/guardian.
- ◆ experienced some of the roles and responsibilities of parenthood in a simulated context.
- ◆ gained an understanding of the range of factors that affect parenting.
- ◆ developed knowledge and understanding of family structures.
- ◆ developed knowledge and understanding of the role of the professional and settings in supporting and working in partnership with parents.
- ◆ explored ways that the professional can support parents.
- ◆ gained knowledge and understanding on ways that partnership working with parents can promote the care, learning and development for children and young people.

Learners 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.
- ◆ confidence to set achievable goals.

Employability skills

In this unit learners 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

Outcome 1

Learners should be aware of the roles and responsibilities of families (including the parental role) at the ages and stages, including how these roles and responsibilities change as children grow. Learners should be made 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, learners 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:** learners 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, considering risky behaviours, and resilience.
- ◆ **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:** learners 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. Learners could draw up family budgets and look at the effect of income on parenting.
- ◆ **Educational:** learners 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 learners should be given the opportunity to experience and record the responsibilities of parenthood and families. The means used for this are dependent upon the resources of the centre.

Learners should be introduced to the evaluative process, allowing them to look at their practical demonstrations in terms of what they have done well, what didn't work as well, what they would do differently, and why.

Outcome 2

Through a variety of means, including teacher/lecturer-led activities, discussion and presentation, the learner should find out about the various factors that affect families and the parenting role. They should look at how factors affect both positively and negatively. They could draw on their knowledge and experience gained in learning Outcome 1. Some of the factors that influence could include:

- ◆ **Skills and Attributes:** learners should learn about the types of skills and attributes that are needed in the role as a parent/guardian.
- ◆ **Cultural:** learners could examine how different cultural influences affect parenting/guardianship.

- ◆ **Family Structure:** learners will learn about a variety of family structures, which make up the patchwork of families reflected in current society and how these affect parenting.
- ◆ **Personal Experiences and Circumstances:** Learners should develop understanding about how these terms can influence the approaches to parenting/family support and influences on their roles and responsibilities.

Learners should explore the current trends in families; including parenting styles, considering how these influence families as a unit and more specifically children.

Outcome 3

Learners should be given opportunity to develop knowledge and understanding of the role and responsibilities of professionals and settings in supporting parents. Learners should reflect on what is meant by 'support' and 'partnership' working and its impact.

Learners should develop sound understanding of care, learning and development and ways that working with parents can impact this, both positively and negatively, for children.

Once the information is gathered by the learner, support should be given to choose the best way to present their information. A variety of methods could be explored. If learners are completing this outcome in a group or pair scenario, evidence of their individual participation and contribution is required.

Teaching/learning approaches throughout the unit should include practical experiences. This could include opportunities for reflection and self-evaluation, both on an individual and group work scenario, teacher-led activities. Learners 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

Where outside speakers and visits are arranged, learners 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.

Generic statements for Skills for Work: Early Learning and Childcare

National 5

The following statements apply to this unit and to all units included within the Skills for Work: Early Learning and Childcare Courses at National 5.

National 5

Children and Young People refer to:

- ◆ Baby (birth to 18 months)
- ◆ Toddler (18 months to 36 months)
- ◆ Young Child (3–5 years)
- ◆ Child (primary school age)
- ◆ Teenager (secondary school age)

The learner should have the opportunity to consider pregnancy as it impacts on the development and wellbeing of the child and young person.

Each child and young person will progress in their own way and at their own rate as there are no set rules for when a child stops being a baby and starts being a toddler or a slightly older child or teenager.

Development

Studying aspects of development highlights the fact that development starts during pregnancy and learning and play from birth. Learning and development should be considered as a continuous action; one which a new born baby does instinctively from birth and continues for each individual at their own rate and pace.

Some of the principles to be considered are:

- ◆ All children develop at different rates, but developmental milestones usually follow the same sequence.
- ◆ The development of the child is integrated and although aspects of development are studied separately it is important to recognise that children develop in an integrated holistic way.
- ◆ The development of the child is often measured against a 'norm', which is useful in providing a broad framework for the study of child development. It should be pointed out to learners that this may also have a negative side in that children who fall outwith the norm might be labelled as different.
- ◆ Development is determined partly by heredity and partly by the environment.

Development is holistic. Children and young people grow and acquire skills in all aspects of development as they mature. For example, as they acquire physical skills they will also be developing language and cognitive, social and emotional skills.

Aspects of development

- ◆ Physical development relates to the development of the body. Milestones relate to the development of gross motor and fine motor skills and changes in the body at puberty.
- ◆ Social and Emotional development is learning about feelings and relating with other people in socially appropriate ways. Milestones relate to expressions of emotion, awareness of other people and appropriate reactions to them.
- ◆ Cognitive development is the development of the mind or the thinking part of the brain. Milestones include the development of concepts and memory.

- ◆ Language development is about learning to speak and communicate. Milestones include early babbling, using single words, holding conversations, and debating from a reasoned point of view.

Children's rights

Learners should always have the opportunity to consider the rights of children and young people in relation to the unit. They should consider the importance of knowing and respecting all children and young people as individuals, and that the prime role of all early and childcare services is to promote the development and wellbeing of children and young people.

Additional support needs

Within the delivery of the unit being studied, learners should always have the opportunity to consider the impact of the topic on children and young people with an additional support need. Children and young people may have additional needs for a variety of reasons: disability and health needs; family circumstances and social and emotional factors. These may be relatively minor or life altering; short term, long term or ongoing, and therefore should be considered within each unit delivery.

Personal reflection

During each unit, learners should be encouraged to consider their own personal development and how well they are improving and enhancing their employability skills for working in Early Learning and Childcare.

Guidance on approaches to delivery of this unit

Outcome 1

In this unit there are opportunities to build up an understanding of the challenges of the parenting role and the wider familial input. Through observation, practical activities, experience and reflection, the learners 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 (Outcome 3). There are opportunities throughout this unit for self-evaluation and for seeking feedback from others, depending on how centres deliver and assess, to best meet the learners needs. These are skills that employers value.

All learners should have the opportunity to participate in practical experiences that will raise their awareness of some of the roles and responsibilities of family and the parenting role 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 learners 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 learner's experience.

Outcome 2

Learners 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.

Learners should explore and discuss the range of skills and attributes required in parental roles.

Outcome 3

Learners could use a variety of methods to explore the roles of the professional and settings in supporting parents and partnership working. This could include:

- ◆ drawing on personal experience
- ◆ using the internet
- ◆ using books, magazine and periodicals
- ◆ visit provision/settings
- ◆ inviting outside speakers
- ◆ interviewing professionals

This list is not exhaustive or definitive.

The emphasis should be on exploring the roles and responsibilities of professionals and settings; and then considering how this impacts children both positively and negatively. Teachers/lecturers could consider making references to frameworks/documentation; such as National Care Standards — to support making links between what is part of professional roles and ways these are carried out in practice.

Learners should use the material gathered to explain how parents can be supported. This could be done through a variety of methods including, group discussion, presentations, leaflet/poster making, or other methods identified by centres.

Guidance on approaches to assessment of this unit

Evidence can be generated for some or all of the outcomes using the following types of assessment, such as:

- ◆ Practical activity — real or simulated
- ◆ Peer assessment or group tasks
- ◆ Case study
- ◆ Leaflets, booklets and posters
- ◆ Mind maps and floor books
- ◆ Presentations
- ◆ Reflective journal
- ◆ Role play, drama, creative activity
- ◆ Practical simulation observation
- ◆ Short answer questions/multiple choice tests — digitally if available
- ◆ Digital evidence such as an e-portfolio, website, blog, wiki, video, digital platform
- ◆ SOLAR Assessment

Evidence can be generated using many different types of assessment. These are suggestions only. There may be other methods that would be more suitable to learners and their needs. Evidence can be generated holistically across the outcomes or individually. There may also be opportunities for integration of assessment across units within the group award.

The assessment requirements for this unit are 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 assessment support pack 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.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

It is important to include evidence where learners have reflected on their learning and implementation and ways that they may have gained feedback from others.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing 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, learners 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.

General information for learners

Unit title: Contemporary Families (SCQF level 5)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is designed to give you an awareness and understanding of the range of families in a contemporary society and the range of skills required to support children and young people within the family unit. You will develop practical skills within a range of family tasks and engage in a range of learning experiences, which will increase your knowledge and understanding of contemporary families.

You will also investigate the range of influences on families and the parenting role and how that impacts upon children and young people. You will then go on to investigate the services and support available for families and the impact they have.

Throughout this unit you will have the opportunity to develop knowledge and various practical and employability skills, such as:

- ◆ communication skills by working in groups and with others in a variety of contexts
- ◆ investigative skills using a variety of research methods
- ◆ evaluative skills
- ◆ confidence to set achievable goals

This unit will be assessed using a variety of methods which may include a presentation or a practical demonstration of a task(s).

This unit is an optional unit in the Course Early Learning and Childcare (National 5) but is also suitable as a stand-alone unit. The unit is suitable for learners who may be considering employment in the Early Learning and Childcare sector and who wish to progress to further levels of study in Early Learning and Childcare.

Administrative information

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History of changes to National Unit Specification

Version	Description of change	Date

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