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## Services for Children and Young People

**SCQF:** level 6 (6 SCQF credit points)

**Unit code:** H4KN 76

### Unit outline

The general aim of this Unit is to enable learners to explore current services and the role of professionals and others working in partnership to support the development of children and young people. Learners will develop an understanding of the ways in which legislation influences professional working relationships, and will analyse initiatives and strategies used to inform current practice.

Learners who complete this Unit will be able to:

- 1 Investigate services for children and young people

This Unit is available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

### Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 5 Early Education and Childcare (Skills for Work) Course or relevant Units
- ◆ Literacy Unit (National 5)

## **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. For further information please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

#### 1 Investigate services for children and young people by:

- 1.1 Explaining the role of services in supporting the development of children and young people
- 1.2 Analysing initiatives and/or strategies which influence these services
- 1.3 Explaining how legislation influences professional practice in these services and the impact this could have on the children and young people
- 1.4 Analysing an example of partnership working for children and young people

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not need to be achieved in one activity, but can be assembled from a variety of tasks and assessments carried out throughout the Course. Evidence can be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment holistically in one single activity.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

## Assessment standard thresholds

If a candidate successfully meets the requirements of the specified number of Assessment Standards they will be judged to have passed the Unit overall and no further re-assessment will be required.

The specific requirements for this Unit is as follows:

- ◆ Candidates do not need to be re-assessed for Assessment Standard 1.4 if they do not meet the requirements.

It should be noted that there will still be the requirement for candidates to be given the opportunity to meet all Assessment Standards. The above threshold has been put in place to reduce the volume of re-assessment where that is required.

# 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. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

1.2 Writing

1.3 Listening and talking

## **3 Health and wellbeing**

3.5 Relationships

## **4 Employability, enterprise and citizenship**

4.6 Citizenship

## **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

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 *Unit Support Notes*.

# Appendix: Unit support notes

## Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing this Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support packs*

## Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

# Approaches to learning and teaching

## Services for children and young people

Learners could investigate and evaluate a range of childhood practice and services in the children and young people area, criminal justice, education, health care, social care or other relevant areas. Learners will have the opportunity to explore and compare services from the statutory, private and third sectors.

Learners could investigate service provision in a number of ways: for example, by geographical area, age group or need. Learners could also consider whether there are gaps in services provided. Personalisation and choice could be encouraged when learners choose which needs to be investigated. Learners could access a range of reports from inspection and regulatory bodies and the media, which identify good practice and highlight areas for improvement. This will enable them to reflect on what constitutes positive practice.

## Legislation, professional practice and partnership working

Learners will have the opportunity to analyse the role and responsibilities of professionals and others working with children and young people. Professionals could include workers from child, health or social care services and from partner agencies such as education, police or other relevant agencies. 'Others working with children and young people' could include parents, guardians and carers and people involved in after school clubs, children's hearing system, community centres, crèches, child minding, fostering, mother and toddler groups, playgroups, play schemes, sports clubs, uniformed organisations, women's refuges, youth clubs or other services.

Professional practice could include features such as adhering to codes of practice, undertaking registration and training, working within a legislative framework, or other relevant features. Learners could investigate any current legislation, professional codes and organisational policies that are relevant for professionals working in childcare services. This includes the way in which professionals and others work in partnership to contribute to the development of children and young people. Examples of partnership working could be sourced from relevant media. This would be enhanced by visits or talks from guest speakers. Learners could explore similarities and differences between the content of this Unit and the topics and themes included in induction for staff new to a childcare organisation.

Before exploring the importance of workers developing a professional value base, learners could explore their own personal value base. This needs to be handled with sensitivity and the teacher/lecturer should maintain a safe, non-judgmental environment throughout and set clear boundaries with the learners. Quizzes, exercises and worksheets and other stimulus materials could be used to explore their own and others' values. Learners may explore what influences a person's values and the ability of individuals, communities and society to change their values, eg attitudes to women working, smacking children, smoking in public places, euthanasia etc.

## **Combining assessment within Units**

Assessment could be combined in this Unit by holistically assessing all the Outcomes of the Unit in a single assessment. When assessment within the Unit is holistic, teachers and lecturers should take particular care to track the evidence for each individual Outcome.

# Administrative information

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**Superclass:** PK

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Page 1 — Minor rewording to Unit outline section to aid clarity.  Page 3 — Bulleted list of Assessment Standards reformatted to a numbered list.  Page 3 — Assessment Standard 1.2: 'initiatives and strategies' changed to 'initiatives and/or strategies'.	Qualifications Development Manager	April 2014
3.0	Level changed from Higher to SCQF level 6. Unit support notes added. Assessment standard threshold added.	Qualifications Manager	September 2018

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