



## Higher National Unit specification: general information

**Unit title:** Childhood: Health, Fitness and Wellbeing

**Unit code:** FD7C 36

**Superclass:** PN

**Publication date:** August 2010

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit has been designed to assist the candidates to develop a critical understanding of contemporary research, legislation, policies and frameworks which impact on the health, fitness and wellbeing of children and young people.

On completion of the Unit the candidate should be able to:

- 1 Investigate contemporary research into the health, fitness and wellbeing of children and young people.
- 2 Investigate contemporary legislation, policies and frameworks which impact on health, fitness and wellbeing of children and young people.
- 3 Identify impact of research, legislation, policies and frameworks on services for children and young people.

### Recommended prior knowledge and skills

Candidates should already have qualifications that meet the requirements of the Scottish Social Services Council for practitioner (SCQF level 7) and have relevant qualifications at SCQF level 8.

Candidates should be working at lead practitioner or manager level within a day care service for children and young people.

Candidates should have well-developed communication and interpersonal skills and be able to demonstrate the ability to think analytically and reflectively.

## General information (cont)

### Credit points and level

1 Higher National Unit credit at SCQF level 9: (8 SCQF credit points at SCQF level 9\*)

*\*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 are opportunities to develop the Core Skills of *Communication, Working with Others and Problem Solving* in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Candidates who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communications Technology* and *Numeracy* depending on the variety of data gathered and how the data is presented.

### Context for delivery

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

This Unit is a mandatory optional Unit within the Group Award Childhood Practice: Level 9 qualification.

This Unit should integrate with the Unit: *Leadership and Management Practice (Workplace Practice)*.

### Assessment

Candidates will be assessed on the basis of a report which will cover all Outcomes. The candidate will conduct research using a variety of sources. The candidate is required to produce a report (2000 words) describing and analysing the research, legislation, policies and frameworks and evaluating their impact on the health, fitness and wellbeing of children and young people and their services. Candidates will be assessed holistically and using an integrated approach.

## Higher National Unit specification: statement of standards

**Unit title:** Childhood: Health, Fitness and Wellbeing

**Unit code:** FD7C 36

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Please refer to *Evidence Requirements for the Unit* after the Outcomes.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Investigate contemporary research into the health, fitness and wellbeing of children and young people.

#### Knowledge and/or Skills

- ◆ Research
- ◆ Key data sources and resources
- ◆ Developing and emerging trends in children's and young people's health, fitness and wellbeing
- ◆ Links and differences amongst the individual aspects of health, fitness and wellbeing

#### Evidence Requirements

The candidate will have to show that they can identify various sources of primary data and gather sufficient information required to inform Outcomes 2 and 3. The range is likely to include but is not confined to:

- ◆ The Internet
- ◆ Government policy documents relating to children and young people
- ◆ Current frameworks
- ◆ Current definitions and views on health, fitness and wellbeing

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Identify a range of data sources and resources
- ◆ Gather data from a range of sources on:
  - health of children and young people
  - fitness of children and young people
  - wellbeing of children and young people

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Childhood: Health, Fitness and Wellbeing

### Assessment Guidelines

Candidates should provide sufficient to meet all of the Evidence Requirements. A holistic and integrated approach may be used. Candidates will be expected to record the sources they researched for primary data. This may include sources researched but not used but will include the sources used with recorded references. Candidates should be encouraged to expand on the current thinking and relationships between Health, Fitness and Wellbeing. It is worth noting that there are different views on some of these issues and it is the quality of research that should be taken into account for this part of the work of the candidate.

### Outcome 2

Investigate contemporary legislation, policies and frameworks which impact on health, fitness and wellbeing of children and young people.

### Knowledge and/or Skills

- ◆ Current relevant legislative needs related to health, fitness and wellbeing of children and young people
- ◆ Current relevant government policies
- ◆ Current relevant frameworks

### Evidence Requirements

The candidate will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ analyse the current legal requirements and implications regarding health and fitness and the wellbeing of children and young people
- ◆ analyse relevant government policies and any current and significant initiatives
- ◆ report on main impact of current relevant frameworks

### Assessment Guidelines

Candidates should provide sufficient to meet all of the Evidence Requirements. A holistic and integrated approach may be used.

At the time of the development of this Unit, there are a number of current needs and frameworks and these could include *Early Years framework; Equally Well, Getting it Right for Every Child, Reaching Higher*. However, this is not an exhaustive list and the legislation, policies and frameworks which are investigated and assessed, will be those which are both current and relevant.

Candidates should gather information and it is this data which will be presented as part of the project and referenced appropriately. Candidates will be expected to base their analysis of the impact on health, fitness and wellbeing, on this information and data. (Outcome 3)

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Childhood: Health, Fitness and Wellbeing

### Outcome 3

Identify impact of research, legislation, policies and frameworks on services for children and young people.

#### Knowledge and/or Skills

- ◆ Impact of research on
  - relevant legislation
  - relevant policies
- ◆ Current relevant frameworks
- ◆ Interpretation of research and data

#### Evidence Requirements

The candidate will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain the effects of current trends and practices and policies on services for children and young people
- ◆ identify and reflect on effect of current research
- ◆ discuss current thinking and trends related to children's health, fitness and wellbeing
- ◆ define and explain current views on the relationships amongst, health; fitness; wellbeing

#### Assessment Guidelines

Candidates should provide sufficient evidence to meet all of the Evidence Requirements. Candidates will be expected to use the data sources they have identified, record and reference the sources used and complete a detailed analysis of the impact of research, legislation, policies and frameworks on the services available for children and young people.

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Childhood: Health, Fitness and Wellbeing

### Evidence requirements for the Unit

Candidates will be assessed holistically and using an integrated approach.

The evidence will be in the nature of a project where the candidate has to identify data sources they have used, gather and show the relevant data and then utilise that data to explain the impact of research, policies and frameworks on services for children and young people. This will take the form of a detailed report which will be of 2000 words.

#### Outcome 1

The candidate will have to show that they can identify various sources of primary data and gather sufficient information required to inform Outcomes 2 and 3. The range is likely to include but is not confined to:

- ◆ The Internet
- ◆ Government policy documents relating to children and young people
- ◆ Current frameworks
- ◆ Current definitions and views on health, fitness and wellbeing

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Identify a range of data sources and resources
- ◆ Gather data from a range of sources on:
  - health of children and young people
  - fitness of children and young people
  - wellbeing of children and young people

#### Outcome 2

The candidate will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ analyse the current legal requirements and implications regarding health and fitness and the wellbeing of children and young people
- ◆ analyse relevant government policies and any current and significant initiatives
- ◆ report on main impact of current relevant frameworks

#### Outcome 3

The candidate will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain the effects of current trends and practices and policies on services for children and young people
- ◆ identify and reflect on effect of current research
- ◆ discuss current thinking and trends related to children's health, fitness and wellbeing
- ◆ define and explain current views on the relationships amongst, health; fitness; wellbeing

## Higher National Unit specification: support notes

### Unit title: Childhood: Health, Fitness and Wellbeing

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 is a mandatory/option within the SCQF level 9 Award – Childhood Practice.

The Unit may also be used as a freestanding Unit by candidates in relevant employment who wish to develop and/or enhance their skills as a form of Continuing Professional Development (CPD).

The Unit is linked to the Unit: *Leadership and Management Practice* and there will be opportunities for the candidate to utilise many of the transferable skills developed. These may include but are not confined to:

- ◆ critical evaluation
- ◆ self motivation
- ◆ knowledge of current best practice
- ◆ investigative skills
- ◆ professional papers
- ◆ government policies, etc

### Outcome 1

Candidates will require an understanding of many issues many of which are complex. There is a need to develop an understanding of likely sources of research already undertaken on issues of children and young people and their health, fitness and wellbeing. Candidates should be directed to some key sources – examples being – government websites, government policy documents, current legislation, the impact of regulatory bodies on current trends and current practice, etc. This is not meant to be an exhaustive list and at all times, candidates should be directed toward material which is both current and relevant.

Candidates will be expected to develop an understanding of the links and differences amongst the concepts of health, fitness and wellbeing.

It should be noted that there may be different views on some of these topics which may well be valid views.

## Higher National Unit specification: support notes (cont)

**Unit title:** Childhood: Health, Fitness and Wellbeing

### Outcome 2

Candidates will be expected to use the initial relevant data which they have gathered to further develop a more detailed understanding of the effects that current legislation and policy has on children. There are many documents and policies which can be used to develop the task and candidates may need to be directed towards some of the key documents and material which is both current and relevant. It is likely that during the life of the Unit, some of these documents may be overtaken by updated policies and frameworks as the area of investigation is not static. Candidates may need some support and guidance but their research will be independent even so.

### Outcome 3

Candidates will at this stage, present the information and their analysis in the form of a detailed documented report. As the Unit is at SCQF level 9, it is expected that candidates will provide a detailed and clearly referenced report.

## Guidance on the delivery and assessment of this Unit

As the Unit is designed to be delivered to candidates who are experienced in the industry, it is expected that those delivering will have the required experience and occupational competence at an appropriate level in order to guide the candidate towards the relevant research and appropriate documents. It must be remembered that the candidate is expected at this level, to have a broad knowledge and understanding of the scope, main areas and boundaries of the subject. Candidates will further be required to undertake a critical evaluation of the research they have undertaken. It is again noted that not all theorists agree on some of the issues and that candidates may be given credit for their work as long as any conclusions are supported by research and a well reasoned argument.

It may be possible to integrate some delivery and assessment task with the Unit: *Leadership and Management Practice (Workplace Practice)*.

## Opportunities for developing Core Skills

There are opportunities to develop the Core Skill(s) of *Communication, Working with Others and Problem Solving* in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Candidates who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communications Technology* and *Numeracy* depending on the variety of data gathered and the form in which the data is presented.

## Open learning

It may be possible to deliver the Unit by this route and if the Unit is delivered by open learning methods, additional resources will be required for candidate support, assessment and quality assurance.



## **Higher National Unit specification: support notes (cont)**

**Unit title:** Childhood: Health, Fitness and Wellbeing

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## History of changes to Unit

Version	Description of change	Date

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## General information for candidates

### Unit title: Childhood: Health, Fitness and Wellbeing

This Unit is designed to allow you to further develop your skills in research, analysis and reporting.

The Unit has the following Outcomes:

- 1 Investigate contemporary research into the health, fitness and wellbeing of children and young people.
- 2 Investigate contemporary legislation, policies and frameworks which impact on health, fitness and wellbeing of children and young people.
- 3 Identify impact of research, legislation, policies and frameworks on services for children and young people.

The task is to conduct your own research using appropriate sources – the Internet, government papers and policy statements, framework documents, legislative documents, initiatives, etc (note that this is not meant to be an exhaustive or definitive list and that other resources may be used).

Your tutor will offer support but the work will be your own. You will be required to investigate the effects that these items have had and may indeed continue to have in the future, on the health, fitness and wellbeing of children and young people.

You will be expected to investigate the issues, gather relevant data, record the key data and then in around 2000 words, present your findings in the form of a report.

In short you will be required to gather data, use the data to further inform the process and record and present your findings. You may support your views with the research you have carried out, or present an argument making reference to the data you have gathered. At this level of work, it is expected that the report will be clearly referenced using a standard form of referencing and supporting your points with the data gathered. It is also possible to use data to deduce an alternative view as the subject area has room for different views in some areas. However the arguments must be clearly presented at all times. There are a number of researchers with different views and the influence of politics and funding has a big effect on a number of services for children.

The final report will need to cover all the Outcomes and you will need to ensure that you have addressed all of the following points:

- ◆ emerging trends in children's health, fitness and wellbeing
- ◆ links and differences amongst the individual aspects of health, fitness and wellbeing (they are not the same but they do impact on each other)
- ◆ current legislation, policies and frameworks that impact on health, fitness and wellbeing
- ◆ effects of current trends and practices and policies on services for children and young people
- ◆ reflection on effect of current research