



National Unit Specification

General information

Unit title: Providing an Inclusive Curriculum in Childhood Practice (SCQF level 6)

Unit code: J7EM 46

Superclass: GA

Publication date: May 2023

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This unit will allow learners to develop the knowledge and understanding of curricula required for working with children and young people. The learner will gain knowledge and understanding of current curriculum documents/guides in relation to children's care, learning and development whilst taking into account inclusive practice. They will gain an understanding of the importance of planning, evaluating and assessing curricular experiences while considering the role of the adult. This unit will allow learners to develop the knowledge of a variety of settings for children aged 0–18, including Early Learning and Childcare and School Aged Childcare.

This unit is a mandatory unit in the National Certificate (NC) Childhood Practice at SCQF level 6. It may also be undertaken as a stand-alone unit. This unit is suitable for those who are considering a career in Childhood Practice, may already be employed in the sector or wish to progress onto further study.

Outcomes

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

1. Explain an inclusive curriculum in a childhood practice setting.
2. Describe the importance of child centred practice in an inclusive curriculum.
3. Explain the importance of the planning process when facilitating curricular experiences for children and young people.

Credit points and level

1 National Unit credit at Scottish Credit and Qualifications Framework (SCQF) level 6: (1 SCQF credit point at SCQF level 6).

National Unit Specification: General information (continued)

Unit title: Providing an Inclusive Curriculum in Childhood Practice (SCQF level 6)

Recommended entry to the unit

Whilst entry to this unit is at the discretion of the centre, it is recommended that learners have good communication skills, both written and oral.

Learners would benefit from some prior knowledge and understanding of childhood development.

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 group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. 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: Providing an Inclusive Curriculum in Childhood Practice
(SCQF level 6)

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

Explain an inclusive curriculum in a childhood practice setting.

Performance criteria

- (a) Explain what an 'inclusive curriculum' means in practice.
- (b) Describe curricular documents used in Scotland today.

Outcome 2

Describe the importance of child centred practice in an inclusive curriculum.

Performance criteria

- (a) Describe a child centred approach to practice.
- (b) Explain how child-centred practice promotes an inclusive curriculum.
- (c) Explain how child-centred practice promotes next steps for learning.

Outcome 3

Explain the importance of the planning process when facilitating curricular experiences for children and young people.

Performance criteria

- (a) Describe methods of planning used in current childhood practice settings.
- (b) Explain how identified curricular documents can support the planning of children and young people's needs and learning.
- (c) Explain the importance of the planning process when facilitating curricular experiences.

National Unit Specification: Statement of standards (continued)

Unit title: Providing an Inclusive Curriculum in Childhood Practice
(SCQF level 6)

Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria. Learners must provide written and/or oral evidence.

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 carried out through the unit. Evidence can be presented for individual outcomes or gathered holistically.

The Assessment Support Pack (ASP) for this unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

To achieve this unit, learners must provide evidence that they can:

- ◆ Describe **two** curriculum documents or guidance used in a childhood practice setting in Scotland today.
- ◆ Provide **one** example of child-centred practice. Explain how it promotes an inclusive curriculum and next steps for learning.
- ◆ Describe **two** methods of planning used in current childhood practice settings.



National Unit Support Notes

Unit title: Providing an Inclusive Curriculum in Childhood Practice (SCQF level 6)

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

This unit will allow learners to develop the knowledge and understanding of curricula required for working with children and young people. Learners will gain knowledge and understanding of current curriculum documents/guides in relation to children and young people's care, learning and development whilst taking into account inclusive practice. They will gain an understanding of the importance of planning, evaluating and assessing curricular experiences while considering the role of the adult.

Learners will gain an understanding of:

- ◆ what is meant by the term an inclusive curriculum in relation to the setting.
- ◆ A range of curriculum documents that may be used in the setting to meet the needs of the child and young person.
- ◆ the role of observation, planning, assessing and evaluation in relation to the implementation of a curriculum within a setting.
- ◆ the importance of child centred practice promoting an inclusive curriculum and next steps in learning.

Outcome 1

Curriculum can be defined as a design for the learning taking place, an integrated way of working and a way of arranging learning experiences. It can be both formal and informal with various curricula being examined.

Learners should be given the opportunity to define curriculum in the widest possible sense, particularly looking at the meaning of it being accessible for all. It should be flexible, adaptable, individual, creative and respond to children and young people's needs. An inclusive curriculum should respond appropriately to the needs of children and young people and recognise early stages of difficulty. Learning and teaching approaches should be adapted to support all children and young people in an education environment. Furthermore, there should be effective assessment, planning, action and review which is consistent with the values of Curriculum for Excellence, GIRFEC, Early Years Framework and Legislation such as the Education (Additional Support for Learning Act) Scotland 2004/2009 and the UNCRC (Incorporation) (Scotland) Bill 2021.

National Unit Support Notes (continued)

Unit title: Providing an Inclusive Curriculum in Childhood Practice (SCQF level 6)

[Microsoft Word - asp 7 text.doc \(legislation.gov.uk\)](#)

[Microsoft Word - cover-prn.doc \(legislation.gov.uk\)](#)

[UNCRC \(Incorporation\) \(Scotland\) Bill - United Nations Convention on the Rights of the Child implementation: introductory guidance - gov.scot \(www.gov.scot\)](#)

Poverty and Inclusion

Learners should be given the opportunity to explore Best Start Bright Futures: tackling child poverty and the Child Poverty (Scotland) Act 2017. This sets out the plan for tackling inequality and promoting inclusion amongst Scotland's poorest families. This plan sets out the approach taken by the Scottish Government to further develop funded offers of early learning and childcare for children aged one and two starting with low-income families and moving on to include a system that supports school aged childcare. They should also have the opportunity to explore the steps being taken to reduce the poverty related attainment gap within Keeping the Promise Implementation Plan.

[Executive Summary - Keeping the Promise implementation plan - gov.scot \(www.gov.scot\)](#)

[Executive Summary - Best Start, Bright Futures: tackling child poverty delivery plan 2022 to 2026 - gov.scot \(www.gov.scot\)](#)

<https://www.gov.scot/publications/review-additional-support-learning-implementation/pages/2/>

Learners should be given the opportunity to examine more formal national documentation in relation to the curriculum. This should include up-to-date Scottish Government publications such as curriculum guidelines. Curricula should be examined for a variety of age ranges within a variety of settings including Early Learning and Childcare, and School Aged Child Care. Examples of these may be Curriculum for Excellence, Realising the Ambition and GIRFEC.

Learners should be familiar with the various curricula documents and how they support the care, learning and development of the child and young person.

Learners should examine the key components of curriculum generally; these should be what and how children and young people learn (content and process). Characteristics of specific curriculum documents should be described. Learners should be familiar with the terminology used in a variety of curriculum frameworks to describe key components. Documents such as 'A Curriculum for Excellence' and 'A Curriculum for Excellence; Building the Curriculum 3', Realising the Ambition, could be explored, as well as GIRFEC.

Learners should consider informal curriculum guidance that may exist in a range of settings including Early Learning and Childcare and School Aged Childcare. Curricular approaches such as Reggio Emilia approach, Froebel Swedish Forest Schools approach and Montessori approach could be explored.

[Embedding inclusion, wellbeing and equality | What we do | Education Scotland](#)

National Unit Support Notes (continued)

Unit title: Providing an Inclusive Curriculum in Childhood Practice (SCQF level 6)

Outcome 2

'How good is our Early Learning and Childcare?' 2016 (HGIOELC) and many other documents can help us to understand what a child-centred approach to planning should look like, and how it can promote inclusion and help with next steps for learning. We understand child-centred planning to be when we place *'the needs of children at the centre of curriculum design and development'* (page 25). Adults should provide and help facilitate stimulating and relevant play and learning opportunities which have come directly from children, young people and their families' involvement and engagement. Adults should consider how Play Pedagogy is considered when ensuring the needs of children and young people are met.

HGIOELC highlights the need for children to lead their own learning (page 14) and adults making *'very good use of children's ideas and interests to help shape the learning environment and experiences'*. When we include children in the planning process, we can encourage discussion, welcome suggestions, show that we value the child or young person's opinion and encourage participation thus providing an inclusive curriculum as a result.

There should also be opportunity for learners to identify and explain some of the resources used to provide an inclusive curriculum. These can include story boards, PODD, board maker, social stories, PECS, behaviour charts, free flow areas, space, outdoor areas, tuff trays, lowered down tables, tactile wall displays, variety of resources, natural resources and much more.

'How Good Is Our School? 4' (2015) is another good resource for looking at the role of children, young people and adults, whilst in school, to ensure an inclusive curriculum is met. There are opportunities for children and young people to be *'actively involved in the evaluation of their learning'* and have *'shared ownership of this evidence and use it to plan continuous improvement'* (page 20) thus, as a result, providing the best, tailored inclusive curriculum for all.

Realising the Ambition: Being Me (2020) also mentions the need for the adult to facilitate skilful interactions and conversations (page 68) in a comfortable environment that can provide meaningful learning and extend the learning further. This is the best way to provide an inclusive curriculum for children and young people.

Before adults can consider children and young people's next steps in their learning we need to work closely with children, young people and their families to discuss any strengths and weaknesses in learning, to then work towards positive, personalised outcomes.

We can engage with families when discussing successes and achievements, and as a result, this would enable us to re/visit the 'Plan Do Review' cycle and plan for the next steps in children and young people's learning, more effectively.

National Unit Support Notes (continued)

Unit title: Providing an Inclusive Curriculum in Childhood Practice (SCQF level 6)

Learners should identify the roles of the adults involved in children and young people's care, learning and development and how they work to identify their needs. Adults may do this through the GIRFEC framework by working together, by sharing information, talking regularly about the child's progress, always having children and young people involved in their learning and taking note of key information that is relevant. Learners should explore how the child and young person's voice, actions and behaviours should be taken into account when identifying next steps.

Learners should explain the role of the worker with delegated responsibility for providing care and support to children and young people. If learners have a work placement, it would be beneficial to reflect on their own practice and role in providing an inclusive curriculum. Learners should also explore the role adults have to play in supporting children and young people in their learning by considering specific individual needs and achievements. The range of learning experiences that will help children and young people to progress in different aspects of learning and development should also be considered. Learners could consider their role in relation to the planning cycle already described, for example as planner, facilitator, motivator and assessor. Learners should be encouraged to consider the skills required to carry out these roles. Skills such as observation, taking the lead from children and young people, discussions with children and young people with key questioning where necessary, and discussions with the early learning and childcare team to feed back into the planning of the learning.

Learners need to be aware of their responsibility of intervening and interacting in a sensitive way to extend learning through play, increase challenges for children or develop interests further. Children learn best in a safe environment when they feel secure and confident and learners should look at the ways in which children can be supported to feel this way in an early learning and childcare setting. The role of the adult in relation to children and young people, and small groups and large groups could be considered. Learners should consider the process of reflection as part of the 'Plan Do Review' cycle. This reflection allows for continued review of the learning and education that children and young people receive and feeds back into the cycle for it all the start of again. Learners should also explore their responsibilities in relation to inclusion consistent with the values of Curriculum for Excellence, GIRFEC, Early Years Framework and Legislation such as the Education (Additional Support for Learning Act) Scotland 2004/2009 and the UNCRC (Incorporation) (Scotland) Bill 2021. Learners should also be given the opportunity to explore the Morgan Report 2020.

<https://www.gov.scot/publications/review-additional-support-learning-implementation/pages/2/>

The age range we can consider for providing an inclusive curriculum is 0–18 years.

National Unit Support Notes (continued)

Unit title: Providing an Inclusive Curriculum in Childhood Practice (SCQF level 6)

Outcome 3

Learners should be aware of how planning informs the curriculum in a variety of early learning and childcare settings and school aged childcare settings. Learners should also be aware of the importance of observation, recording and sharing information with others. Learners could examine a variety of means of recording and planning. This may include planning sheets in early learning and childcare settings or Records of Work in a primary school setting. Consideration should be given to short, medium and long-term planning in schools and early year's settings along with the benefits of responsive and child-centred planning.

Inclusive curriculum should encourage a variety of curricular experiences. The importance of play, either free flow or adult led, in the child-centred curriculum should also be discussed. Consideration could be given to other means of delivery of the curriculum particularly in the context of primary education. The 'Levels' and 'Experiences and Outcomes' (Es and Os) in CfE are used to support the planning of children's needs and learning.

Adopting a 'learning loop' approach to identifying children's needs, observation and planning allows for effective contribution to the planning cycle. Learners should be encouraged to consider SHANARRI indicators and Nurture Principles when planning for children and identifying needs. This can then lead to implementing, assessing and evaluation of experiences; the 'Plan Do Review' cycle. Different forms of recording this information should be explored, for example, Learning walls, Learning Journals, Seesaw, Floor books, e-journals and Portfolio's,

Learners should consider the importance of evaluation for effective next steps planning for children and young people. This should include formal and informal evaluations and effective ways of passing on information to families and relevant professionals. These could include:

- ◆ The use of photographs and video.
- ◆ Informal and formal meetings with parents/carers.
- ◆ Writing profiles and reports.
- ◆ Displays and recording of children's work with appropriate captions.
- ◆ Technology such as emails, newsletters, etcetera shared regularly with families.

Guidance on approaches to delivery of this unit

In delivery of the unit there should be a balance between lecturer presentation and learner discussion and research. A variety of delivery methods could include:

- ◆ Whole class discussion.
- ◆ Group discussion.
- ◆ Case studies.
- ◆ Examination of relevant curricular documentation.
- ◆ Co-operative learning groups.
- ◆ Videos.
- ◆ Research questions.

National Unit Support Notes (continued)

Unit title: Providing an Inclusive Curriculum in Childhood Practice (SCQF level 6)

- ◆ PowerPoint presentation.
- ◆ Small group exercises.
- ◆ Worksheets.
- ◆ Visits from Local Authority Partners about Responsive/Child-centred Planning.

It may be useful to teach using an outcome by outcome approach. This will ensure the learners understand what an inclusive curriculum is before exploring the curricular documents. Followed by discussion on how to plan for children and young people's needs using these documents. Lastly, by then looking at the role of the adults in children and young people's learning.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

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.

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

A range of evidence types could allow candidates to show this understanding. For example, they might use:

- ◆ a blog or wiki.
- ◆ an information leaflet or booklet.
- ◆ an annotated poster or a series of annotated posters.
- ◆ an annotated mindmap.
- ◆ a written/typed report
- ◆ an oral presentation using notes or an IT presentation using supportive notes.

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.

National Unit Support Notes (continued)

Unit title: Providing an Inclusive Curriculum in Childhood Practice
(SCQF level 6)

Opportunities for developing Core and other essential skills

Learners will have the opportunity to develop the following skills:

- ◆ Planning and Organising.
- ◆ Communication.
- ◆ Information and Communication Technology (ICT).

History of changes to unit

Version	Description of change	Date

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Unit template: June 2017

General information for learners

Unit title: Providing an Inclusive Curriculum in Childhood Practice (SCQF level 6)

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.

You will have the opportunity to investigate what an inclusive curriculum is alongside exploring the curriculum documents that support this. You will also consider how the curricular documents are used to support children and young people's needs and learning and become familiar with the role of the adults when doing this.

To achieve this unit you must meet the minimum evidence requirements. The assessment method for this unit may include but are not restricted to; a report, a blog/wiki, annotated poster and poster.

The unit is suitable for you, if you have, or are considering, employment in early learning and childcare, and/or progression onto HNC Childhood Practice.

Outcome 1

Explain an inclusive curriculum in a childhood practice setting.

Outcome 2

Describe the importance of child-centred practice in an inclusive curriculum.

Outcome 3

Explain the importance of the planning process when facilitating curricular experiences for children and young people.