

# Early Learning and Childcare National 5: Skills for Work Course Specification

**(C783 75)**

**Valid from July 2018**

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Please refer to the note of changes at the end of this course specification for details of changes from previous version (where applicable).

## Course outline

**Course title:** Early Learning and Childcare National 5 Skills for Work

**SCQF credit points:** (24 SCQF credit points)

**Course code:** C783 75

### Mandatory units

The course comprises the following mandatory units:

HC3C 45	Development and Wellbeing of Children and Young People	6 SCQF credit points
HX1R 75	Play in Early Learning and Childcare	6 SCQF credit points
HX1V 75	Working in Early Learning and Childcare	6 SCQF credit points

### Optional units

(Choose one)

The course comprises the following optional units:

HX1M 75	Contemporary Families	6 SCQF credit points
HX1J 75	Care and Feeding of Children and Young People	6 SCQF credit points
J54S 75	Introduction to Basic First Aid	6 SCQF credit points
HC38 45	Children and Young People: Rights and Protection	6 SCQF credit points

### Recommended entry

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

- ◆ National 4 qualifications, including English or Communications

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this course.

- ◆ Early Learning and Childcare National 4 course or its unit(s)

## Progression

This course or its components may provide progression to:

- ◆ C714 76 Childcare and Development (SCQF level 6) — Higher
- ◆ G8K1 46 Early Education and Childcare (SCQF level 6) — National Certificate
- ◆ GL7A 46 Foundation Apprenticeship in Social Services: Children and Young People (SCQF level 6)
- ◆ GH5V 22 SVQ in Social Services (Children and Young People) (SCQF level 6)
- ◆ G8WE 22 SVQ in Playwork (SCQF level 6)
- ◆ Further study, employment and/or training

## Core Skills

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

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

## Links to National Occupational Standards

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

The National 5 Early Learning and Childcare course has been designed to link closely to the National Occupational Standards for Social Services: children and young people, and also for Playwork at SCQF 6.

The course can provide some of the underpinning knowledge that is required for the Occupational Standards and also experience of the practical skills required to work at this level in the sector. This is particularly evidenced in areas such as 'facilitating play for children and young people', 'helping to keep children and young people safe', 'supporting children and young people's development and wellbeing' and 'reflecting on your own practice'.

Further details are provided in the rationale section.

## Equality and inclusion

This course arrangements 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](http://www.sqa.org.uk/assessmentarrangements).

## Common rationale for Skills for Work courses

Skills for Work courses are designed to help learners to develop:

- ◆ Skills and knowledge in a broad vocational area
- ◆ Skills for Learning, Skills for Life and Skills for Work
- ◆ Core Skills
- ◆ An understanding of the workplace
- ◆ Positive attitudes to learning
- ◆ Skills and attitudes for employability

A key feature of these courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

### Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- ◆ Learning in real or simulated workplace settings
- ◆ Learning through role play activities in vocational contexts
- ◆ Carrying out case study work
- ◆ Planning and carrying out practical tasks and assignments

### Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- ◆ Preparing and planning for the experience
- ◆ Taking stock throughout the experience, reviewing and adapting as necessary
- ◆ Reflecting after the activity has been completed, evaluating and identifying learning points

The Skills for Work courses are also designed to provide learners with opportunities for developing *Core Skills*, and *Skills for Learning*, *Skills for Life* and *Skills for Work* with a focus on enhancing skills and attitudes for *employability*.

## Core Skills

The five Core Skills are:

- ◆ *Communication*
- ◆ *Numeracy*
- ◆ *Information and Communication Technology (ICT)*
- ◆ *Problem Solving*
- ◆ *Working with Others*

## Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ Generic skills/attitudes valued by employers
- ◆ Understanding of the workplace and the employee's responsibilities, for example, time-keeping, appearance, customer care etc
- ◆ Self-evaluation skills
- ◆ Positive attitude to learning
- ◆ Flexible approaches to solving problems
- ◆ Adaptability and positive attitude to change
- ◆ Confidence to set goals, reflect and learn from experience
- ◆ Specific vocational skills/knowledge
- ◆ Course specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the course and unit specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

*A Curriculum for Excellence* (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ Successful learners
- ◆ Confident individuals
- ◆ Responsible citizens
- ◆ Effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability, Skills for Learning, Skills for Life, Skills for Work and Core Skills in these courses contribute to meeting these aspirations.

Developing the Young Workforce (Scottish Government 2014) sets out a strategy for developing vocational skills for young people moving into the workforce.

Some of the aims are met by the design and delivery of Skills for Work courses:

- ◆ More schools will be delivering a broader range of qualifications for young people from S4–S6 in partnership with colleges and other providers
- ◆ School and college staff and other practitioners across Scotland will be supported to have a greater understanding of the world of work and routes into work to improve young people's learning
- ◆ More schools will offer a fuller range of vocational qualifications, in partnership with colleges and other training providers

# Course rationale for Early Learning and Childcare National 5

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

## Purposes and aims of the course

The aims of this course are to:

- ◆ Increase learners' awareness of the factors that impact on the lives of children and young people, and their families
- ◆ Provide an insight into working in early learning and childcare
- ◆ Facilitate learners' understanding of the interrelationship between the course units
- ◆ Increase learners' awareness of the necessity to view all aspects of early learning and childcare holistically
- ◆ Enable learners to draw upon the experiences gained in the outcomes of the course units to inform and enhance their understanding of what can be considered as effective early learning and childcare provision
- ◆ Increase learners' awareness of the scope of the early learning and childcare sector and the opportunities for employment in this sector
- ◆ Allow learners to develop key life skills, such as developing self-esteem, confidence and reflective practice
- ◆ Allow learners to develop interpersonal skills by working in groups and with others in a variety of contexts
- ◆ Allow learners to develop investigative skills using a variety of research methods
- ◆ Allow learners to develop presentation skills
- ◆ Allow learners to develop self-evaluation skills
- ◆ Give learners confidence to set achievable goals
- ◆ Allow learners the opportunity to develop practical skills required for possible employment in the early learning and childcare sector, particularly interpersonal, communication and practical caring skills
- ◆ Allow learners to develop generic employability skills

## Information about typical learners who might do the course

This course will form an important part of the menu of provision, both for those who have identified the field of early learning and childcare as their possible career path, and also for any learners following a programme of study at SCQF level 5 who may wish to extend their educational experience:

- ◆ Pupils from mainstream schools or other education establishments working at SCQF level 5
- ◆ School leavers
- ◆ Adult returners to education
- ◆ Learners in employment who wish to enhance their career prospects
- ◆ Learners participating in 16+ programmes
- ◆ College students wishing to develop their skills and knowledge in relation to Early Learning and Childcare
- ◆ Trainees preparing to enter employment or modern apprenticeships
- ◆ Individuals involved in voluntary activities

The knowledge and experiences acquired in the areas of development and wellbeing, play for children and young people and working in the early learning and childcare sector may be transferable to other academic or career pathways, particularly those that involve working with children and young people or in other care settings. The study and demonstration of practical competencies in, for example, first aid, is seen as an important skill in any workplace environment.



# Course structure and conditions of award

## Summary of unit content

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways; however, Skills for Work units are designed to provide an experiential learning process.

This course consists of three mandatory units and a choice of one unit from a selection of optional units.

Although the content of each component unit does not presuppose knowledge and skills acquired in the other units, there are significant opportunities to integrate both knowledge and skills while studying the course. Whenever an opportunity to integrate knowledge and skills across the units arises, learners should be made aware of this and encouraged to maximise this potential.

Detailed guidance on opportunities for integration and development can be found in the Guidance on Approaches to Delivery and Assessment in this course specification.

### **Mandatory units** (all three must be undertaken)

These units are mandatory units in the National 5 Skills for Work: Early Learning and Childcare course, but are also suitable for learners wishing to study a unit on their own.

These units are suitable for learners who wish to gain an insight into working with children and young people and 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.

### **HC3C 45 Development and Wellbeing of Children and Young People (SCQF level 5)**

This unit is designed to introduce learners to the principles of development and wellbeing of children and young people. Learners will learn what is meant by sequences and patterns in child development and the inter-relationship between all aspects of that development.

Learners will also learn about the wellbeing of children and young people and how a variety of factors may affect their development.

### **Outcomes**

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

- 1 Explain the principles of development for children and young people.
- 2 Explain the principles of wellbeing for children and young people.

### **HX1R 75 Play in Early Learning and Childcare (SCQF level 5)**

This unit allows learners to develop an understanding of the benefits of play for children and young people. The learner will demonstrate how children and young people benefit from a range of play experiences through planning, preparing and reviewing play experiences, either in a real or simulated context. The learner is not required to have a work placement to complete this unit but would benefit from visiting Early Learning and Childcare settings which offer high quality child-centred play provision.

## Outcomes

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

- 1 Investigate the benefits of play for children and young people
- 2 Facilitate a play environment for children and young people
- 3 Evaluate the play and play environment for children and young people

### **HX1V 75 Working in Early Learning and Childcare (SCQF level 5)**

This unit allows the learner to develop an understanding of the Early Learning and Childcare sector and to explain ways in which the sector meets the care, learning and development needs of children and young people aged 0–16 years. Learners will consider career options within the sector and the skills, values, knowledge and qualifications required to fulfil these roles. They will reflect on their own skills, qualities, attitudes and achievements in relation to these. There is no requirement for learners to have a placement within an Early Learning and Childcare setting but the learner will carry out an investigation of the sector. This may require the learner to visit Early Learning and Childcare settings. Learners may work and be assessed in groups, as well as individually.

## Outcomes

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

- 1 Investigate the range of Early Learning and Childcare provision for children and young people.
- 2 Explain the skills, knowledge and values required to work in Early Learning and Childcare.
- 3 Investigate career options within the Early Learning and Childcare sector

### **Optional units** (one must be selected)

These units are optional units in the in the National 5 Skills for Work Early Learning and Childcare course, but are also suitable for learners wishing to study a unit on their own.

### **HX1M 75 Contemporary Families (SCQF level 5)**

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.

## 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.

## **HX1W 75 Introduction to First Aid (SCQF level 5) – expired 30/11/2022**

The aim of this unit is to introduce the learner to the skills needed to deal effectively with casualties who are injured or who suffer a sudden illness prior to medical aid being available. Learners will learn the current first aid procedures used to save a life by following the procedures set out in the health and safety executive guidelines. This will ensure that correct decisions and actions are taken promptly and effectively.

It is suitable for learners who have no prior knowledge or experience of first aid.

### **Outcomes**

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

- 1 Describe the management of first aid incidents in line with current health and safety executive guidelines.
- 2 Demonstrate the assessment, management and treatment of a casualty in need of resuscitation in line with current health and safety executive guidelines.
- 3 Demonstrate the assessment, management and treatment of a variety of injuries and medical conditions in line with current health and safety executive guidelines.

## **J54S 75 Introduction to Basic First Aid (SCQF level 5)**

The aim of this unit is to introduce the learner to basic first aid knowledge and skills that may be needed to support casualties who are injured or who suffer minor medical conditions, and how to get appropriate medical assistance. Learners will develop their understanding of the current first aid procedures by following the procedures set out in the Health and Safety Executive guidelines. This will ensure that they can support decision making and take prompt and effective action to assess a casualty and then get help, as required.

The unit is suitable for learners who wish to gain employment, or may already be employed, in the Early Learning and Childcare sector working under supervision as well as those in any field of employment.

### **Outcomes**

Learners who successfully complete the unit will be able to:

- 1 Describe the management of first aid incidents in accordance with current Health and Safety Executive guidelines.
- 2 Support the provision of first aid of minor injuries and medical conditions in accordance with current Health and Safety Executive guidelines.

## **HX1J 75 Care and Feeding of Children and Young People (SCQF level 5)**

This unit enables the learner to examine the specific needs of a baby and continuing needs of a child, and how meeting these needs contributes to the holistic development of the child. The unit also provides the learner with the opportunity to examine issues in relation to feeding of babies and the provision of food and drink to children and young people within Early Learning and Childcare settings. Learners will also develop an awareness of appropriate practice in relation to provision of hygiene for children.

## **Outcomes**

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

- 1 Explain the importance of meeting the developmental needs of babies and children.
- 2 Explain the development of the feeding and weaning process in babies and children.
- 3 Explain the characteristics of appropriate provision of food and drink for children within Early Learning and Childcare settings.
- 4 Explain practice which promotes effective hygiene for babies and children.

## **HC38 45 Children and Young People: Rights and Protection (SCQF level 5)**

This unit is designed to allow learners to investigate the rights that children and young people should have today in society in relation to the United Nations Convention on the Rights of the Child. Learners will explore these rights in relation to national and current legislation and in relation to policies and practice within settings for children and young people.

Learners will be expected to consider rights in three main areas as laid down by the United Nations Convention on the Rights of the Child — provision, protection and participation. They should be able to describe the significant impact on children and young people by adults who uphold and support their rights in settings.

### **Outcomes**

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

- 1 Investigate the rights of children and young people.
- 2 Explain how these rights relate to children and young people in Scotland.

### **Conditions of award**

To achieve the award of **Skills for Work: Early Learning and Childcare National 5**, learners must achieve all the required units as outlined in the course outline. They will be assessed pass/fail within centres. Skills for Work courses are not graded.

# Assessment

## Assessment objectives

The assessment strategies used in this course will allow the learner to demonstrate competency in knowledge, skills and values required to be employed in the early learning and childcare sector. These include:

Knowledge and understanding of:

- ◆ The importance of children and young people's development and wellbeing
- ◆ The role of the adult in supporting and facilitating play for children and young people
- ◆ The importance of play to the developing child or young person
- ◆ The roles and responsibilities within contemporary families, and the support they can receive
- ◆ The scope of the early learning and childcare sector
- ◆ The qualifications required to work in the early learning and childcare sector
- ◆ Develop and understanding of the Rights of the Child
- ◆ The basic needs of children and young people
- ◆ How to promote a healthy diet in children and young people
- ◆ How to support children and young people with an additional support need
- ◆ How to identify the needs of a casualty

Skills in:

- ◆ How to plan, set up and evaluate play
- ◆ How to treat a casualty
- ◆ How to care for children and young people
- ◆ Communication
- ◆ Working within a team
- ◆ Presentation of information
- ◆ Using a variety of research methods
- ◆ Self-evaluation and personal reflection
- ◆ Setting achievable goals through personal development planning

Values such as:

- ◆ Reliability
- ◆ Consistency
- ◆ Honesty
- ◆ Trust
- ◆ Confidentiality

## Unit assessment

The assessment of the units in this course will be as follows:

For each of the units, 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.

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.

### **HC3C 45 Development and Wellbeing of Children and Young People (SCQF level 5)**

Learners will be set an assignment that requires them to investigate development and wellbeing of children and young people.

Written and/or oral evidence for this outcome will be produced. It will be gathered at an appropriate point during the learners' study of the unit, once they have learned about the principles of development for children and young people in each of the following age groups: 0–3 years; 3–5 years; 5–8 years; 8–12 years; 12–16 years.

The evidence must cover key milestones from each of the following aspects of development of children and young people:

- ◆ Physical development
- ◆ Social and emotional development
- ◆ Cognitive development
- ◆ Language development

It must also cover the ways in which these aspects of development are interrelated.

Learners can then add their understanding of wellbeing; the key indicators of wellbeing for children and young people:

- ◆ Safe
- ◆ Healthy
- ◆ Achieving
- ◆ Nurtured
- ◆ Active
- ◆ Respected
- ◆ Responsible
- ◆ Included

And the ways in which adults can support their wellbeing.

Learners should be given a clear brief, indicating that their folio must contain:

- ◆ Information they have gathered about:
  - Development of children and young people
  - Wellbeing of children and young people
- ◆ A list of the resources they have used to investigate the wellbeing of children and young people.
- ◆ An assessor checklist recording that the learner has produced a report on the development and wellbeing of children and young people. The report must be based on the information they have gathered.

### **HX1R 75 Play in Early Learning and Childcare (SCQF level 5)**

Written and/or oral evidence is required for this unit to demonstrate that the learner has achieved all of the outcomes and performance criteria:

Mandatory list of play types must be taught and different types of play must be covered in the assessment across any outcome. Both play indoors and outdoors should be considered. Play experiences can either be real or in a simulated environment.

- ◆ Symbolic play
- ◆ Books and play that supports language enrichment
- ◆ Creative play
- ◆ Discovery play
- ◆ Vigorous play
- ◆ Play with technology
- ◆ Games

The age range for this unit is 0–16 years, divided into the following age groups. All must be explored as part of the delivery of the unit and learners must discuss the age groups in the assessment across any outcome.

- ◆ 0–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years
- ◆ 12–16 years

Learners should plan, implement and evaluate a minimum of **two** play experiences. These **two** play experiences should cover different age groups. The types of play should be different for each planned play experience.

A minimum of two play plans are required to be retained as assessment evidence.

### **HX1V 75 Working in Early Learning and Childcare (SCQF level 5)**

Written and/or oral evidence is required for these outcomes.

Evidence for Outcome 1(a) must show that the learner has identified the various types of provision available for both children and young people. Outcomes 1(b) and 1(c) must include a minimum of one explanation relating to children and one explanation relating to young people.



To achieve Outcome 2, evidence must be provided to show that the learner has described the skills, knowledge and values required to work within the Early Learning and Childcare sector and must include an explanation of why these skills, knowledge and values are important.

Evidence for Outcome 3 should show that learners have identified and described the various professional roles within the Early Learning and Childcare sector. Outcome 3(b) and 3(c) should relate to a minimum of two professionals.

### **HX1M 75 Contemporary Families (SCQF level 5)**

Written and/or oral evidence is required for these outcomes.

#### **Outcome 1 (a)**

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

#### **Outcome 1 (b) and (c)**

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**

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**

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

### **HX1W 75 Introduction to First Aid (SCQF level 5) – expired 30/11/2022**

The content of this unit must be delivered in line with the current health and safety executive guidelines. Teachers/lecturers must therefore ensure that they are aware of and understand current guidelines before delivering the unit.

## **Outcome 1**

Written and/or oral evidence should be produced to demonstrate that the learner can describe the management of first aid incidents in line with current health and safety executive guidelines.

## **Outcome 2**

Performance evidence is required to demonstrate that the learner has achieved this outcome and all of the performance criteria.

Performance evidence must cover:

- ◆ The resuscitation of either an infant or a child or an adult

## **Outcome 3**

Performance evidence is required to demonstrate that the learner has achieved this outcome and all of the performance criteria.

Performance evidence must cover:

- ◆ The assessment, management and treatment of one casualty with one of the injuries listed below
- ◆ The assessment, management and treatment of one casualty with one of the conditions listed below
- ◆ Placing someone in the recovery position

Injuries/conditions:

- ◆ Burns and scalds including: minor burns to the hand and foot
- ◆ Wounds and bleeding including: nose bleed, a cut and a foreign object in a cut
- ◆ Bone, joint and muscle injuries including: fractured collar bone, fractured bone in the upper arm and a sprain
- ◆ Respiratory problems including: choking in infants, children and adults and asthma
- ◆ Disorders of consciousness including: fainting, and seizures
- ◆ Meningitis symptoms including: meningitis in children and the procedures for checking
- ◆ Poisoning
- ◆ Bites and stings
- ◆ Anaphylaxis

Additional evidence must cover:

- ◆ The differences between the resuscitation of the category of casualty demonstrated and the two categories not demonstrated.

If re-assessment is required, the evidence should relate to a different injury, condition and/or category of casualty in need of resuscitation.

## **J54S 75 Introduction to Basic First Aid (SCQF level 5)**

The content of this unit must be delivered in accordance with the current Health and Safety Executive guidelines. Teachers/lecturers must therefore ensure that they are aware of and understand current guidelines before delivering the unit.

### **Outcome 1**

Written and/or oral evidence should be produced to demonstrate that the learner has achieved this outcome.

Performance evidence must cover:

- ◆ the assessment of a first aid incident
- ◆ the measures required to ensure safety of the casualty, the first aider and others at risk
- ◆ the process of assessing treatment priorities
- ◆ the need to identify when help is necessary and how to access a first aider or emergency services

### **Outcome 2**

Performance evidence is required to demonstrate that the learner has achieved this outcome and all of the performance criteria.

Performance evidence must cover:

- ◆ the provision of first aid to **one** casualty with one of the minor injuries listed below
- ◆ the provision of first aid to **one** casualty with one of the minor medical conditions listed below
- ◆ getting help when necessary

It should be noted that the 'provision of first aid' will include the assessment, management and treatment of the minor injury or medical conditions.

Minor Injuries/conditions, may include:

- ◆ Burns and scalds including: minor burns to the hand and foot
- ◆ Wounds and bleeding including: nose bleed, cuts, grazes, bruises, small splinters, a foreign object in a cut
- ◆ Bone, joint and muscle injuries including: fractured collar bone, fractured bone in the upper arm and a sprain
- ◆ Poisoning
- ◆ Bites and stings
- ◆ Being aware of signs of anaphylaxis
- ◆ Being aware of meningitis symptoms including: meningitis in children and the procedures for checking
- ◆ Being aware of the signs of asthma

If re-assessment is required, the evidence should relate to a different injury, condition and/or category of casualty.

## **HX1J 75 Care and Feeding of Children and Young People (SCQF level 5)**

The evidence for all outcomes should be obtained under supervised conditions.

### **Outcomes:**

- 1 (c) Explain the role of the adult in the provision of appropriate environments, equipment and experiences to promote growth and development of babies and children
- 2 (d) Explain the importance of the role of the adult in the feeding and weaning process
- 3 (c) Explain the importance of the role of the Early Learning and Childcare professional in providing food and drink for children and young people
- 4 (c) Explain the importance of the role of the Early Learning and Childcare professional in encouraging and promoting hygiene practices in babies and children

The learner must on at least two occasions, clearly explain the role of the adult/professional in meeting the needs of the baby/child.

## **HC38 45 Children and Young People: Rights and Protection (SCQF level 5)**

The learner must provide evidence that they can describe and explain the rights of children and young people across the outcomes and criteria. This should cover rights for provision, protection and participation.

Evidence can be from one of the following methods:

- ◆ Produce a report describing the rights of children and young people
- ◆ Develop a poster for children and young people describing their rights
- ◆ Design a leaflet for children and young people describing their rights
- ◆ Invent a game for children and young people describing their rights

The report should link to the requirements in all the outcomes, and also to the rights of children and young people as outlined in the United Nations Convention on the Rights of the Child.

Exemplification of possible assessment approaches for these units will be provided in the assessment support pack.

### **Quality assurance**

All instruments of assessment used within this course should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA's *Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

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

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

These must be built into the course where there are appropriate opportunities.

## 1 Literacy

This is the ability to communicate by reading, by writing, and by listening and talking.

### 1.1 Reading

Reading means the ability to understand and interpret ideas, opinions and information presented in texts, for a purpose and within a context. It includes handling information to make reasoned and informed decisions.

### 1.2 Writing

Writing means the ability to create texts which communicate ideas, opinions and information, to meet a purpose and within a context.

### 1.3 Listening and talking

Listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate.

Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.

## 3 Health and wellbeing

This is the ability to take care of yourself and others, and to be responsible for your learning and welfare. It includes managing your feelings, developing a positive and active attitude to life, and building relationships with others.

### 3.1 Personal learning

Personal learning means being actively engaged in learning and how it can be planned, sourced, implemented, and sustained. It also includes following-up on curiosity, thinking constructively, reflecting, and learning from experience.

### 3.2 Emotional wellbeing

Emotional wellbeing includes taking responsibility for yourself and being aware of the impact your behaviour may have on others; developing ways to manage your feelings; developing positive attitudes and resilience; practising assertive behaviours; building confidence; and, based on an understanding of any risks, making informed decisions.

### 3.4 Planning for, and making, choices and changes

This includes planning, making decisions and taking action based on achievements for the next stage in life then making a successful move to the next stage of education or work.

### 3.5 Relationships

This includes building various types of social and working relationships and practising interpersonal skills successfully, showing respect and a sense of care for self and others.

## 4 Employability, enterprise and citizenship

This is the ability to develop the skills, understandings and personal attributes — including a positive attitude to work, to others and to the world's resources.

### 4.1 Employability

Employability is the ability to gain employment by developing the personal qualities, skills, knowledge, understanding, and attitudes required in rapidly changing economic environments. It is the ability to maintain employment by making transitions between jobs and roles, and the ability to obtain new employment if, and when, required.

### 4.3 Working with others

Working with others means knowing and practising what is involved in working co-operatively and sensitively with others; having the ability to recognise need and opportunity; to influence and negotiate with others to take ideas forward; being adaptable and having a determination to succeed; being able to discuss, set and meet roles and expectations in a working environment; and accessing, providing and creating information.

### 4.5 Leadership

Leadership involves being a role model for others; being able to take the initiative in working with and guiding others; and having self-awareness, optimism, integrity, and an open mindset. Leadership involves skills and values which develop trust in and from others.

## 5 Thinking skills

This is the ability to develop the cognitive skills of remembering and identifying, understanding, applying, analysing, evaluating, and creating.

### 5.1 Remembering

Remembering is the ability to identify, recognise and recall facts, events and sequences.

### 5.2 Understanding

Understanding is the ability to demonstrate the meaning of items of information, to explain the order of events in a sequence, and to interpret in a different setting or context.

### 5.3 Applying

Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.

#### 5.4 Analysing and evaluating

This covers the ability to identify and weigh-up the features of a situation or issue and to use your judgement of them in coming to a conclusion. It includes reviewing and considering any potential solutions.

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course.

## Employability skills profile

Employability skills covered in this Course are detailed in the table below. For the purposes of the table, the units are referred to as A, B, C, D, E, F and G as indicated.

Development and Wellbeing of Children and Young People	= A
Play in Early Learning and Childcare	= B
Working in Early Learning and Childcare	= C
Contemporary Families	= D
Care and Feeding of Children and Young People	= E
Introduction to First Aid	= F
Introduction to Basic First Aid	= F
Children and Young People: Rights and Protection	= G

Employability skill/attitude	Evidence
◆ Working co-operatively with others	A, B, C, D, E, F, G
◆ Taking advice and accepting feedback	A, B, C, D, E, F, G
◆ Planning and preparation	A, B, C, D, E, F, G
◆ Reviewing and evaluating own skills development	A, B, C, D, E, F, G
◆ Presentation skills	A, B, C, D, E, F, G
◆ Time management skills	A, B, C, D, E, F, G
◆ Demonstrating a responsible attitude in all aspects of working with children	B, C, D, E, F, G
◆ Good communication skills	A, B, C, D, E, F, G
◆ Maintaining an organised and safe environment	B, C, E, F, G
◆ Health, safety and security awareness	B, C, E, F, G
◆ Gathering, collating and evaluating information	A, B, C, D, E, F, G
◆ Organisational skills	A, B, C, D, E, F, G
◆ Understanding roles and responsibilities	A, B, C, D, E, F, G
◆ Reflective practice	A, B, C, D, E, F, G

Assessment evidence in all units:

- A = Presentation of investigation evidence of development and wellbeing of children and young people.
- B = Investigation evidence of play planning, play practice, play analysis and benefits for children and young people
- C = Presentation of investigation evidence on early learning and childcare provision; skills, knowledge and values required and professional roles
- D = Presentation of investigation evidence into contemporary families; demonstration of practical family skills and support provided for families
- E = Presentation of investigation and practical evidence of the role of the adult to promote the care and feeding of babies, children and young people
- F= Written evidence on the management of first aid incidents and practical demonstrations of the assessment, management and treatment of a casualty in need of resuscitation and a variety of injuries and medical conditions
- G = Presentation of investigation evidence describing the rights of children and young people



## Course support notes

Course support notes are not mandatory; they provide advice and guidance on approaches to delivering and assessing the Skills for Work course. They are intended for teachers and lecturers who are delivering the course and its units.

### Guidance on approaches to delivery and assessment for this course

This course and its component units are at SCQF level 5. Teachers/lecturers should be aware of the content and structure of this level prior to delivering this course. This will give a clear indication of the level of content, assessment and delivery.

The methodology for this course is experiential and practical, with lecture style presentations kept to a minimum. Reflecting good practice within the early learning and childcare sector, the teaching approach should be learner-centred with learners being helped to draw on previous learning and their own experience.

Teachers/lecturers should be up-to-date with current developments in the early learning and childcare sector.

### Sequencing/integration of units

To allow learners to maximise opportunities for the development of key knowledge, skills and values, the course units should be integrated. However, the preferred order for the delivery of the course units is a matter which individual centres must decide for themselves.

This may depend upon the number of staff members who are delivering the course and the organisation of individual timetables. However, it is strongly recommended that the unit *Development and Wellbeing of Children and Young People* (National 5) is studied at the beginning of the course followed by, or simultaneously with, the units *Play in Early Learning and Childcare* and the chosen unit from the optional section.

The unit *Working in Early Learning and Childcare* may be the unit which is split across delivery of the course to ensure that each section is delivered to coincide with learner's objectives, for example, when considering a career path and applying for further study.

The order and pattern of delivery may be dependent upon whether the learner has the opportunity for a work placement. Where two or more members of staff are delivering separate units, care must be taken to adopt a common approach when developing key knowledge, skills and particularly values. This will avoid confusion for learners and maximise opportunities to develop and refine these skills in the variety of contexts available.

## Guidance on approaches to delivery

The teaching methodology for this Course should be experiential and practical, with lecture style presentations kept to a minimum. Teachers/lecturers should ensure that learners have the opportunity to:

- ◆ Learn through practical experiences, achievable by learners through:
  - supporting and facilitating play and play spaces
  - observing children, in practice or through video
  - visiting early learning and childcare settings
  - inviting appropriate speakers
  - experiencing, in a simulated context, the responsibilities within families
  - practical first aid exercises
- ◆ Learn through reflecting on all stages of the experience, achievable by learners through:
  - planning group investigation
  - planning personal investigation
  - reviewing research methodology
  - reflecting on the group process
  - reviewing personal skills and qualities
  - producing a personal development plan

The focus of the course is one of investigation and presenting findings in a variety of ways. Learners should have access to a variety of research tools, which may include:

- ◆ the internet
- ◆ personal testimony
- ◆ using books, magazine and periodicals, eg, *Practical Parenting*
- ◆ visits to relevant settings, eg, crèches, toy libraries, baby clinics
- ◆ outside speakers: parents, community health practitioners, children
- ◆ interviews with parents and children

Where outside speakers and visits are arranged, learners should, where possible, take responsibility for this by making phone calls, arranging hospitality, thank you letters and follow-up actions. Learners should have the opportunity to be able to participate in workshop sessions, particularly related to the units *Play in Early Learning and Childcare*, *Introduction to First Aid (National 5)*/*Introduction to Basic First Aid (National 5)* and *Contemporary Families (National 5)*. Learners should have access to play materials to enable them to set up realistic play spaces. Centres should consider purchasing realistic or interactive dolls and learners should have access to a kitchen area to allow them to prepare healthy meals and snacks for children and young people.

When supporting learners in practical tasks, teachers/lecturers should ensure the health and safety of learners. Teachers/lecturers should ensure that appropriate permissions are sought if learners are visiting settings outwith the centre. This may have resourcing implications for centres but teaching sessions should not be wholly classroom/paper based.

Learners are not required to have a work placement to complete the course but they should have the opportunity to visit early learning and childcare settings and community resources that support families.

When visiting early learning and childcare settings learners should be encouraged to gather evidence and information for a variety of purposes and covering several units. This will allow learners to see the holistic nature of working in early learning and childcare eg, if visiting a nursery school they could find out about the support offered to families, which could contribute towards the unit *Contemporary Families (National 5)*. They could also find out

about the career options and qualifications required to work in the sector which could contribute towards the unit *Working in Early Learning and Childcare* Outcome 3.

## Guidance on approaches to assessment

To achieve the course award the learner must successfully achieve all of the Units which make up the course.

In the delivery of these unit, tutors should use a largely experiential approach and should take into account individual learning styles and additional support needs of learners when planning the delivery and assessment of each 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.

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.

## Opportunities for e-assessment

There may be opportunities for the introduction of e-learning; e-assessment and information technology during the teaching and delivery of the award. The learning and assessments of the knowledge based outcomes can be conducted by either using e-learning methods, or by more formal techniques. For example, assessments may make the use of internet systems and facilities when available, or alternatively can also use the standard mode of supervising learners during classroom paper based assessments.

## Opportunities for developing Core Skills

Please refer to the unit descriptions for full detail on opportunities for developing Core Skills.

## General information for learners

The National 5 Skills for Work: Early Learning and Childcare is an entry level qualification for those who wish to work with children in an early learning and childcare setting. It is suitable for a wide range of learners, including;

- ◆ Pupils from mainstream schools or other education establishments working at SCQF level 5
- ◆ School leavers
- ◆ Adult returners to education
- ◆ Learners in employment who wish to enhance their career prospects
- ◆ Learners participating in 16+ programmes
- ◆ College students wishing to develop their skills and knowledge in relation to Early Learning and Childcare
- ◆ Trainees preparing to enter employment or modern apprenticeships
- ◆ Individuals involved in voluntary activities

This Skills for Work course has been designed to provide you with opportunities for developing Core Skills, and Skills for Learning, Skills for Life and Skills for Work with a focus on enhancing skills and attitudes for employability.

The Skills for Work: Early Learning and Childcare National 5 course supports you to gain knowledge, skills and values that will help you to support and facilitate play and contribute to the development and wellbeing of children and young people in early learning and childcare settings.

The Skills for Work: Early Learning and Childcare National 5 course provides you with knowledge, skills and values related to development, wellbeing, play, care and feeding, first aid, children's rights and inclusive practice.

The course carries 24 SCQF credit points at SCQF level 5. You must achieve the three mandatory units and one optional unit to gain the course.

### Mandatory units

The course comprises the following mandatory units:

<b>HC3C 45</b>	<b>Development and Wellbeing of Children and Young People</b>	<b>6 SCQF credit points</b>
<b>HX1R 75</b>	<b>Play in Early Learning and Childcare</b>	<b>6 SCQF credit points</b>
<b>HX1V 75</b>	<b>Working in Early Learning and Childcare</b>	<b>6 SCQF credit points</b>

### Optional units

(Choose one)

The course comprises the following optional units:

<b>HX1M 75</b>	<b>Contemporary Families</b>	<b>6 SCQF credit points</b>
<b>HX1J 75</b>	<b>Care and Feeding of Children and Young People</b>	<b>6 SCQF credit points</b>
<b>J54S 75</b>	<b>Introduction to Basic First Aid</b>	<b>6 SCQF credit points</b>
<b>HC38 45</b>	<b>Children and Young People: Rights and Protection</b>	<b>6 SCQF credit points</b>

All of these units contain knowledge, skills and values which are key areas of learning and practice for working with children and young people. This is a practical-based qualification, with opportunities to develop your own knowledge, skills and values.

You will generate evidence for some or all of the outcomes using the following types of assessment:

- ◆ 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 you and your needs. Evidence can be generated holistically across the outcomes or individually. There may also be opportunities for integration of assessment across units within the course.

You will consider your personal values, your knowledge and skills in relation to early learning and childcare, and develop your employability skills. These knowledge, skills and values are required for progression to further academic qualifications or moving into apprenticeships, training or employment.

# Administrative information

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## History of changes to National Course specification

Version	Description of change	Date
2	Unit Assessment – HX1R 75 Play in Early Learning and Childcare - removal of guidance on number of play types and age groups. Clarification that a minimum of two plans are required.	11/6/2019
3	HX1W 75 Introduction to First Aid – finish date of 30/11/2022 applied. J54S 75 Introduction to Basic First Aid – new unit	20/11/2020
3.1	Minor formatting changes	14/12/2020
4	2nd optional section removed from the optional (mandatory) section of the Qualification structure. Removed the unit; HX1W 75 “Introduction to First Aid”. Moved the unit; J54S 75 “Introduction to Basic First Aid” to the Optional (mandatory) section.	13/11/2024

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Note: You are advised to check SQA’s website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Specification.

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