SCMA childminding units mapped to Social Services Children and Young People (SSCYP) at SCQF level 7

Background

The Scottish Childminding Association (SCMA) have developed a course of study for childminders which is made up of six units:

Unit One: Ready for Childminding Business
Unit Two: Child Development: The Carer's Role
Unit Three: Getting it Right for Every Child in a Childcare Setting
Unit Four: Quality of Childcare Progression
Unit Five: Planning for Inspection
Unit Six: Professional Childcare Service Development

These units are each made up of three outcomes and each one has performance and knowledge requirements for candidates/students/learners.

The first task was to review the National Occupational Standards Navigator. This is part of the Scottish Social Services Council website, and it gives employers/candidates a guide to what units within the SVQ would be appropriate for a named practitioner role working with children and young people. In reviewing the national standards for a childminding role, the following practice area was suggested: "Practitioners working in sitter services, creches, wrap-around care or childminding businesses".

NOS Navigator for "Practitioners working in sitter services, creches, wrap-around care or childminding businesses"	National Standards
301	Promote effective communication
32	Promote health, safety and security in the work setting
33	Develop your practice through reflection and learning

34	Promote the safeguarding of children and young people
37	Care for babies
38	Support children and young people to manage aspects of their lives
303	Promote the development of children and young people
306	Plan and organise environments for children and families
307	Promote the health and physical development of children
308	Promote children's wellbeing and resilience
310	Assess children's progress according to relevant curriculum frameworks
312	Implement positive environments for babies and children
313	Support early intervention for the benefit of children and families
314	Promote the care of babies and children
317	Engage with families in ways that encourage them to be involved with their children's learning and development
319	Promote healthy living for children and families
320	Care for children at home
323	Use information and communication technology to promote children's early learning
328	Manage a small-scale childcare business
329	Work with a management committee
330	Maintain a service for children and families
333	Promote the recruitment of staff in childcare settings
334	Deliver services to families, children and young people from diverse cultural and language communities
338	Develop productive relationships with others
340	Promote quality systems and procedures for the delivery of childcare services
345	Promote literacy, numeracy and language development for children's early learning
326	Promote the development of positive behaviour in children and young people
SKAPW9	Plan for and support self-directed play

Mapping of unit outcomes

In reviewing the Performance and Knowledge criteria of each outcome from the SCMA units in relation to units of the SVQ CYP/SSHC, the aim was to establish appropriate positive matches to map the SCMA units, thus enabling candidates to provide evidence for the SVQ SSCYP or SSHC at SCQF Level 7. The tables below show the connections between SCMA and SVQ for each of the six units.

SCMA Unit 1 Ready for Childminding Business	SSCYP at SCQF Level 7	Common knowledge
Outcome 1 — The business of childminding	328: Manage a small-scale childcare business	Common knowledge
Outcome 2 — Child protection in a childminding setting	34: Promote the safeguarding of children and young people	Common knowledge
Outcome 3 — Parental involvement	317: Engage with families in ways that encourage them to be involved with their children's learning and development	Common knowledge

SCMA Unit 1 Ready for Childminding Business
There is a solid connection between the SCMA bespoke award and SVQ SSCYP at SCQF Level 7.

♦ Outcome 1 — The business of childminding has a very clear link to 328: Manage a small-scale childcare business. When undertaking SVQ assessment and being assessed holistically, evidence will also be produced for the mandatory units within the SVQ.

♦ Outcome 2 — Child protection in a childminding setting. This unit has a good connection to the mandatory unit 34: Promote the safeguarding of children and young people, and again, with the assessment process being holistic, this will provide evidence for other units from the optional list and mandatory list.

♦ Outcome 3 — Parental involvement has a good connection to 317: Engage with families in ways that encourage them to be involved with their children's learning and development, and again, being assessed holistically, evidence will also be produced for the mandatory units.

♦ All the SCMA units provide evidence for Common knowledge of all SSCYP units.

SCMA Unit 2 Child Development: The Carer's Role	SSCYP at SCQF Level 7	Common knowledge
Outcome 1 — Observation, assessment and planning	310: Assess children's progress according to relevant curriculum frameworks 309: Implement frameworks for early education through the development of curriculum planning	Common knowledge
Outcome 2 — Early learning and childcare environment	307: Promote the health and physical development of children	Common knowledge
Outcome 3 — Children's wellbeing		Common knowledge

SCMA Unit 2 Child Development: The Carer's Role
There is a solid connection between the SCMA bespoke award and SVQ SSCYP at SCQF Level 7.

♦ Outcome 1 — Observation, assessment and planning, has a good solid map to the units 310: Assess children's progress according to relevant curriculum frameworks, and 309: Implement frameworks for early education through the development of curriculum planning. When undertaking SVQ assessment and being assessed holistically, evidence will also be produced for the mandatory units within the SVQ.

♦ Outcome 2 — Early learning and childcare environment has a good match to unit 307: Promote the health and physical development of children, and again, with the assessment process being holistic, this will provide evidence for other units from the optional list and mandatory list.

♦ Outcome 3 — Children's wellbeing, has a good connection to Common knowledge and again, being assessed holistically, evidence will also be produced for the mandatory units.

SCMA Unit 3 Getting it Right for Every Child in a Childcare Setting.	SSCYP at SCQF Level 7	Common knowledge
Outcome 1 — Children's rights: Participation in practice		Common knowledge
Outcome 2 — GIRFEC into practice		Common knowledge

Outcome 3 — Equality of opportunity		Common knowledge

SCMA Unit 3 Getting it Right for Every Child in a Childcare Setting
This unit of the bespoke award has clear links to the Common knowledge of the SSCYP award.

♦ Outcome 1 — Children's rights: Participation in practice
♦ Outcome 2 — GIRFEC into practice
♦ Outcome 3 — Equality of opportunity

SCMA Unit 4 Quality of Childcare Progression	**SSCYP at SCQF Level 7**	Common knowledge
Outcome 1 — Outdoor play	308: Promote children's wellbeing and resilience 307: Promote the health and physical development of children 32: Promote health, safety and security in the work setting	Common knowledge
Outcome 2 — Tears, tantrums and you		Common knowledge
Outcome 3 — Let's be friends		Common knowledge

SCMA Unit 4 Quality of Childcare Progression
There is a solid connection between the SCMA bespoke award and SVQ SSCYP at SCQF Level 7.

♦ Outcome 1 — Outdoor play, has a very clear link to SSCYP units 308: Promote children's wellbeing and resilience, 307: Promote the health and physical development of children, and 32: Promote health, safety and security in the work setting.
♦ Outcome 2 — Tears, tantrums and you, being assessed holistically, evidence will also be produced for the Common knowledge.
♦ Outcome 3 — Let's be friends, again, being assessed holistically, evidence will also be produced for the Common knowledge.

SCMA Unit 5 Planning for Inspection	SSCYP at SCQF Level 7	Common knowledge
Outcome 1 — Child-led planning; creating meaningful experiences		Common knowledge
Outcome 2 — Inspection insights		Common knowledge
Outcome 3 — Building the ambition: putting theory into practice		Common knowledge

SCMA Unit 5 Planning for Inspection
This unit of the bespoke award has clear links to the Common knowledge of the SSCYP award.

♦ Outcome 1 — Child-led planning; creating meaningful experiences
♦ Outcome 2 — Inspection insights
♦ Outcome 3 — Building the ambition: putting theory into practice

SCMA Unit 6 Professional Childcare Service Development	SSCYP at SCQF Level 7	Common knowledge
Outcome 1 — Achieving smooth transitions		Common knowledge
Outcome 2 — Developing children's self esteem	312: Support children and young people to develop a positive identity and emotional wellbeing 313: Work with children and young people to promote their own physical and mental health	Common knowledge
Outcome3 — Working with ADHD and the autism spectrum		Common knowledge

SCMA Unit 6 Professional Childcare Service Development
There is a solid connection between the SCMA bespoke award and SVQ SSCYP at SCQF Level 7.

♦ Outcome 1 — Achieving smooth transitions, has a very clear link to Common knowledge requirements of all SSCYP units. When undertaking SVQ assessment and being assessed

holistically, evidence will also be produced for the mandatory units and optional units identified as a match within the SVQ.

♦ Outcome 2 — Developing children's self esteem, has a good connection to the units 312: Support children and young people to develop a positive identity and emotional wellbeing, and 313: Work with children and young people to promote their own physical and mental health. Again, with the assessment process being holistic, this will provide evidence for other units from the optional list and mandatory list.

♦ Outcome 3 — Working with ADHD and the autism spectrum, has a good connection to Common knowledge.

Conclusion

When childminders undertake this bespoke award they will generate evidence that can be used as RPL (Recognition of Prior Learning). The group of units that are best suited for assessment as part of their SVQ SSCYP at SCQF Level 7 are presented in bold in the table below.

NOS Navigator for "Practitioners working in sitter services, creches, wrap-around care or childminding businesses"	National Standards
301	**Promote effective communication**
32	**Promote health, safety and security in the work setting**
33	**Develop your practice through reflection and learning**
34	**Promote the safeguarding of children and young people**
37	Care for babies
38	Support children and young people to manage aspects of their lives
303	Promote the development of children and young people
306	Plan and organise environments for children and families
307	**Promote the health and physical development of children**
308	**Promote children's wellbeing and resilience**
310	**Assess children's progress according to relevant curriculum frameworks**
312	**Implement positive environments for babies and children**

313	Support early intervention for the benefit of children and families
314	Promote the care of babies and children
317	Engage with families in ways that encourage them to be involved with their children's learning and development
319	Promote healthy living for children and families
320	Care for children at home
323	Use information and communication technology to promote children's early learning
328	Manage a small-scale childcare business
329	Work with a management committee
330	Maintain a service for children and families
333	Promote the recruitment of staff in childcare settings
334	Deliver services to families, children and young people from diverse cultural and language communities
338	Develop productive relationships with others
340	Promote quality systems and procedures for the delivery of childcare services
345	Promote literacy, numeracy and language development for children's early learning
326	Promote the development of positive behaviour in children and young people
SKAPW9	Plan for and support self-directed play
309	Implement frameworks for early education through the development of curriculum planning