



Group Award Specification for:

**National Certificate (NC) for Childhood Practice at
SCQF level 6**

Group Award Code: GV2M 46

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1. Introduction

The purpose of this document is to:

- ◆ Assist centres to implement, deliver and manage the qualification.
- ◆ Provide a guide for new staff involved in offering the qualification.
- ◆ Inform course managers teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification.
- ◆ Provide details of the range of learners the qualification is suitable for and progression opportunities.

This is the group award specification for the National Certificate Group Award in Childhood Practice, at SCQF level 6, which was validated June 2023. This document includes background information on the development of the group award, its aims, guidance on access, details of the group award structure, and guidance on delivery.

This group award provides a broad-based study of the range of topics, both theory and practice based, related to early learning and childcare that are required for progression to areas of study or employment at support worker level within a childhood practice setting.

The NC Childhood Practice at SCQF level 6 is appropriate for those who wish to pursue a career in early learning and childcare or wish to progress onto further study in education such as a qualification in Childhood Practice; this may be the HNC in Childhood Practice at SCQF level 7.

The NC Childhood Practice at SCQF level 6 will allow learners to work in an early learning and childcare setting as a member of staff who has delegated responsibility for providing support to children and young people; and who provide support to the process of the health and wellbeing of children and young people.

After wide consultation with the Childhood Practice sector and further education (FE) centres delivering the NC Early Education and Childcare, it was identified that there was a need to revise and update the qualification to bring it in line with current practice in Scotland today.

This qualification has been aligned to the Scottish Social Services Council (SSSC) requirements for a support worker in the care of children and young people in childhood practice settings. The NC Childhood Practice will allow learners to register as a support worker with the SSSC upon completion.

2. Qualification structure

The NC Childhood Practice at SCQF level 6 is made up of 12 SQA unit credits. It comprises 72 SCQF credit points, of which 54 are at SCQF level 6 in the mandatory section and three optional units of 6 SCQF credit points at SCQF level 6 or SCQF level 5.

2.1 Structure

Mandatory units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J205	76	Child Development	1	6	6
J206	76	Child Development: Theory	1	6	6
J207	76	Services for Children and Young People	1	6	6
J7EJ	46	Planning for Practice	1	6	6
J7EK	46	Planning for Practice: Workplace Experience	2	12	6
J7EL	46	Sociology of Childhood	1	6	6
J7EM	46	Providing an Inclusive Curriculum in Childhood Practice	1	6	6
J76V	46	Protecting and Promoting the Rights of the Child	1	6	6

Optional units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J54S	75	Introduction to First Aid	1	6	5
HX1J	75	Care and Feeding of Children and Young People	1	6	5
J7EP	46	Supporting the Care and Feeding of Babies	1	6	6
J7ET	46	Supporting the Language, Literacy and Numeracy in Childhood Practice Setting	1	6	6
J7EV	46	Supporting Playwork Practice	1	6	6
F7HS Or	12	Supporting the Behaviour of Children and Young People (Finishes 31/07/2024)	1	6	6
J76Y	46	Supporting the Behaviour of Children and Young People in an Education Setting	1	6	6
J76W	46	Supporting Children and Young People Who Require Additional Support for Learning	1	6	6
J770	46	Working with Children and Young People with Autism in an Education Setting	1	6	6
J1D2	45	Understanding Mental Health Issues	1	6	5
J1D0	45	Influences on Mental Health and Wellbeing	1	6	5
J1CX	45	Coping Strategies and Building Resilience	1	6	5
DM5T	12	HIV, Hepatitis B and Hepatitis C infections	1	6	6
F3GB	11	Communication	1	6	5
F3GF	11	Numeracy	1	6	5
F3GC	11	Information and Communication Technology (ICT)	1	6	5
F3GE	11	Working with Others	1	6	5
F3GD	11	Problem Solving	1	6	5
F3GB	12	Communication	1	6	6
F3GF	12	Numeracy	1	6	6
F3GC	12	Information and Communication Technology	1	6	6

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
F3GE	12	Working With Others	1	6	6
F3GD	12	Problem Solving	1	6	6

3. Aims of the qualification

The purpose of the NC Childhood Practice at SCQF level 6 is to ensure the highest possible level of knowledge, skills, values and current practice of those who wish to work within the early learning and childcare sector and carry out this valuable support role in childhood practice settings. It also provides access to a qualification both at entry level and for those wishing to work within the sector as a support worker or allow progression to the HNC Childhood Practice award at SCQF level 7.

3.1 General aims of the qualification

The general aims of the NC Childhood Practice at SCQF level 6 are:

1. To progress knowledge, skills and understanding of the role of professionals who work with children and young people.
2. To enhance personal development before employment as a Childhood Practice support worker.
3. To enable progression within the SCQF levels.
4. To develop study and research skills.
5. To enhance career opportunities within the education sector and to prepare learners for further studies.
6. To support learners to develop the main skills of those working in a dynamic sector.

3.2 Specific aims of the qualification

1. Provide an insight into the wide range of factors which might impact upon a child or young person's health, wellbeing and development.
2. Increase learner's awareness of the need to view health, wellbeing and development holistically.
3. Increase learner's awareness of how theories of development and play can be used to inform current childhood practice.
4. Increase learner's awareness of the cultural diversity in our society and its impact on the health, wellbeing and development needs of children and young people.
5. Introduce learners to the important topic of children's rights and to look specifically at safeguarding children and young people from abuse and exploitation.
6. Learners 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.
7. Increase learner's understanding of what can be considered as effective early learning and childcare provision and the importance of supporting transitions for children and young people.
8. Increase learner's awareness of the role and range of professionals and agencies contributing to the health, wellbeing and development of children and young people aged 0–12 years, increasing learner's awareness of the importance of effective partnership working.
9. To build confidence and communication skills for developing, building and sustaining positive relationships.
10. To develop reflective professional practice and personal effectiveness in a variety of childhood practice settings.

4. Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team (QDT) as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ♦ SQA qualifications or units in childcare, including Skills for Work: Early Learning and Childcare.
- ♦ Relevant/appropriate prior knowledge and skills, for example work experience or volunteering in an early learning and childcare setting.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	SCQF level 5	Communicating with children, young people and education staff, presenting information, group discussions, etcetera.
Numeracy	SCQF level 4	Calculations and numeracy support for children and young people.
Information and Communication Technology (ICT)	SCQF level 5	Using internet for research, using suitable ICT packages to build portfolio of evidence.
Problem Solving	SCQF level 5	Developing innovative and creative solutions.
Working with Others	SCQF level 5	Working with practitioners and other professionals to enhance the learning and wellbeing of children and young people.

5. Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

General aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6
J205 76	Child Development	X			X		
J206 76	Child Development: Theory	X			X		
J207 76	Services for Children and Young People	X			X		
J7EJ 46	Planning for Practice	X	X	X	X	X	X
J7EK 46	Planning for Practice: Workplace Experience	X	X	X		X	X
J7EL 46	Sociology of Childhood	X			X		
J7EM 46	Providing an Inclusive Curriculum in Childhood Practice	X			X		
J76V 46	Protecting and Promoting the Rights of the Child	X	X		X		

Specific aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10
J205 76	Child Development	X	X	X	X					X	X
J206 76	Child Development: Theory	X	X	X	X					X	X
J207 76	Services for Children and Young People	X	X	X	X	X	X	X	X	X	X
J7EJ 46	Planning for Practice	X	X	X	X	X	X	X	X	X	X
J7EK 46	Planning for Practice: Workplace Experience	X	X	X	X	X	X	X	X	X	X
J7EL 46	Sociology of Childhood	X	X	X	X	X				X	
J7EM 46	Providing and Inclusive Curriculum in Childhood Practice		X	X		X		X		X	X
J76V 46	Protecting and Promoting the Rights of the Child	X	X	X	X		X	X	X	X	X

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

Code	Unit title	NOS: Support Effective Communication	NOS: Support the Health and Safety of Yourself and Individuals	NOS: Support the Safeguarding of Children	NOS: Develop Your Own Knowledge and Practice
J205 76	Child Development	X			
J206 76	Child Development: Theory	X			
J207 76	Services for Children and Young People	X			
J7EJ 46	Planning for Practice	X			X
J7EK 46	Planning for Practice: Workplace Experience	X	X		X
J7EL 46	Sociology of Childhood	X			
J7EM 46	Providing and Inclusive Curriculum in Childhood Practice	X			X
J76V 46	Protecting and Promoting the Rights of the Child	X	X	X	X

5.3 Mapping of Core Skills development opportunities across the qualifications

Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J205 76	Child Development	X	X	X
J206 76	Child Development: Theory	X	X	X
J207 76	Services for Children and Young People	X	X	X
J7EJ 46	Planning for Practice	X	X	X
J7EK 46	Planning for Practice: Workplace Experience	X	X	X
J7EL 46	Sociology of Childhood	X	X	X
J7EM 46	Providing and Inclusive Curriculum in Childhood Practice	X	X	X
J76V 46	Protecting and Promoting the Rights of the Child	X	X	X

Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
J205 76	Child Development		
J206 76	Child Development: Theory		
J207 76	Services for Children and Young People		
J7EJ 46	Planning for Practice		
J7EK 46	Planning for Practice: Workplace Experience	X	X
J7EL 46	Sociology of Childhood		
J7EM 46	Providing and Inclusive Curriculum in Childhood Practice	X	X
J76V 46	Protecting and Promoting the Rights of the Child		

Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing/Creating Information
J205 76	Child Development	X	X
J206 76	Child Development: Theory	X	X
J207 76	Services for Children and Young People	X	X
J7EJ 46	Planning for Practice	X	X
J7EK 46	Planning for Practice: Workplace Experience	X	X
J7EL 46	Sociology of Childhood	X	X
J7EM 46	Providing and Inclusive Curriculum in Childhood Practice	X	X
J76V 46	Protecting and Promoting the Rights of the Child	X	X

Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J205 76	Child Development	X	X	X
J206 76	Child Development: Theory	X	X	X
J207 76	Services for Children and Young People	X	X	X
J7EJ 46	Planning for Practice	X	X	X
J7EK 46	Planning for Practice: Workplace Experience	X	X	X
J7EL 46	Sociology of Childhood	X	X	X
J7EM 46	Providing and Inclusive Curriculum in Childhood Practice	X	X	X
J76V 46	Protecting and Promoting the Rights of the Child	X	X	X

Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J205 76	Child Development	X	X
J206 76	Child Development: Theory	X	X
J207 76	Services for Children and Young People	X	X
J7EJ 46	Planning for Practice	X	X
J7EK 46	Planning for Practice: Workplace Experience	X	X
J7EL 46	Sociology of Childhood	X	X
J7EM 46	Providing and Inclusive Curriculum in Childhood Practice	X	X
J76V 46	Protecting and Promoting the Rights of the Child	X	X

5.4 Assessment strategy for the qualification

Unit	Assessment
Child Development	<p>To achieve this unit learners must:</p> <p>Investigate factors that influence the holistic development of children and young people.</p> <p>Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not need to be achieved in one activity, but can be assembled from a variety of tasks and assessments carried out throughout the unit. Evidence can be presented for individual outcomes or gathered for the unit or course as a whole by combining assessment holistically in one single activity.</p>
Child Development: Theory	<p>To achieve this unit learners must:</p> <p>Investigate theories of development used to inform current childhood practice.</p> <p>Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not need to be achieved in one activity, but can be assembled from a variety of tasks and assessments carried out throughout the course. Evidence can be presented for individual outcomes or gathered for the unit or course as a whole by combining assessment holistically in one single activity.</p>
Services for Children and Young People	<p>To achieve this unit learners must:</p> <p>Investigate services for children and young people.</p> <p>Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not need to be achieved in one activity, but can be assembled from a variety of tasks and assessments carried out throughout the course. Evidence can be presented for individual outcomes or gathered for the unit or course as a whole by combining assessment holistically in one single activity.</p>

Unit	Assessment
Planning for Practice	<p>Learners must provide written and/or oral evidence which:</p> <ul style="list-style-type: none"> ◆ Describes three of the six nurture principles, explaining how these principles can be used to support the care, learning, development and well-being of children and young people in a childhood practice setting. When you are discussing the nurture principles, attention should be given to how they can support transitions in children and young people. ◆ Describes how one piece of Legislation and/or strategy can be used effectively when planning within a Childhood Practice setting. ◆ Describes key features of three play preferences and explain how knowledge of these play preferences can support child led planning. During your description, give an example of play preferences relevant to the age range you would expect to see these preferences. ◆ Describes how current observation methods can be used effectively in childhood practice setting to inform planning. Evaluate the effectiveness of these methods to adults in planning next steps for children and young people.
Planning for Practice: Workplace Experience	<p>To achieve this unit learners must:</p> <p>Complete a single assessment folio for this unit which the candidate builds during practical placement in an early year setting. This folio should be gathered from one or two work placements within the age range of 0–12 years. This folio should be evidenced by the candidate's workplace supervisor. The supervisor must be eligible for registration at practitioner level with the SSSC.</p> <p>Assessment evidence will be drawn from a record of candidates practice which will comprise of the completion of four observations and four planned learning experiences.</p>

Unit	Assessment
Sociology of Childhood	<p>Learners must provide written and/or oral evidence which:</p> <ul style="list-style-type: none"> ◆ Describes two sociological concepts and their key features. ◆ Explains three life experiences that may occur and the impact on the life chances of children and young people. ◆ Describes one piece of Legislation and one Policy that improves equality and inclusion for children and young people.
Providing and Inclusive Curriculum	<p>Learners must provide written and/or oral evidence which:</p> <ul style="list-style-type: none"> ◆ Describes two curriculum documents used in a childhood practice setting in Scotland today. ◆ Describes two methods of planning used in current childhood practice settings. ◆ Evaluates the role of at least one adult within a childhood practice setting.
Protecting and Promoting the Rights of the Child	<p>Learners must provide written and/or oral evidence which:</p> <ul style="list-style-type: none"> ◆ Describes three categories of child abuse or neglect. ◆ Explains one indicator of child abuse or neglect for each of the three categories identified. It must include a physical, emotional and behavioural indicator. ◆ Explains one current policy and procedure that supports the safeguarding of children and young people in a Childhood Practice setting.

6. Guidance on approaches to delivery and assessment

The NC in Childhood Practice at SCQF level 6 can be delivered on a full-time or a part-time basis.

Learners can also undertake the units on a stand-alone basis.

6.1 Sequencing/integration of units

Centres may devise their own timetable for the delivery of the award; it is, however, recommended that Child Development, Child Development: Theory and Services for Children and Young People are delivered early in the course of study.

Workplace experience is an essential part of the delivery of the NC Childhood Practice at SCQF level 6, and it is best delivered alongside or after the delivery of the knowledge-based units. The knowledge gained is integrated into the skills and competencies to be practiced.

The workplace experience can be delivered within a placement in an early learning or education setting. These will need to be approved and agreed between the participating Centre, the candidate and the workplace setting's management. Compliance with Health and Safety regulations and Risk Assessment are paramount.

Learners already in relevant employment in an early learning or education setting may be able to attain the workplace experience elements within their own place of work. Where this is not the case, or where only part of these requirements can be met, then a placement will need to be secured.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units.
- ◆ Course and/or external assessments.
- ◆ Other integrative assessment units (which may or not be graded).
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit.
- ◆ Where there is an existing requirement for a licence to practice.
- ◆ Where there are specific health and safety requirements.
- ◆ Where there are regulatory, professional or other statutory requirements.
- ◆ Where otherwise specified in an assessment strategy.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA units may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

The NC Childhood Practice at SCQF 6 is appropriate for those who wish to pursue a career in early learning and childcare or wish to progress onto further study in education such as a qualification in Childhood Practice; this may be the HNC in Childhood Practice at SCQF level 7.

6.2.2 Professional recognition

This qualification has been aligned to the Scottish Social Services Council (SSSC) requirements for a Support Worker in Day Care of Children Service.

The NC Childhood Practice at SCQF level 6 is a SSSC registerable qualification for Support Workers in a Day Care of Children Service.

6.2.3 Transitional arrangements

Please see section 6.2.4 Credit transfer.

6.2.4 Credit transfer

Due to substantial changes in the performance criteria in the units, there are no opportunities for direct credit transfer/transitional arrangements. However, there may be opportunity for partial credit transfer, this is at the discretion of the delivering centre and will be subject to SQA's external verification quality assurance process. The centre must ensure the currency and validity of the learner's claim prior to granting credit transfer.

6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in the units comprising this group award. 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 that 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

6.4 Support materials

A list of existing Assessment Support Packs (ASPs) is available to view on SQA's website.

6.5 Resource requirements

Centres offering the NC Childhood Practice should ensure they have suitable resources for the delivery of this award. Learners should have access to relevant legislation, workplace policy and procedure documentation and workplace guidelines. Learners must be given the opportunity to work in an education setting.

7. General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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.

Internal and external verification

All assessments used within these qualifications 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).

8. Glossary of terms

Embedded Core Skills is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ candidates may not be entered for the group award.
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS).

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue.
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived.
- ◆ no new centres may be approved to offer the group award.
- ◆ centres should only enter candidates whom they expect to complete the group award during the defined lapsing period.

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: Refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up-to-date qualification structure.

NOTE: Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date
02	Additional Optional Unit: J76Y 46 - Supporting the Behaviour of Children and Young People in an Education Setting added to optional section of the framework as an alternative to F7HS 12 - Supporting the Behaviour of Children and Young People which finishes on 31/07/2024.	25/03/2024

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

Template version: October 2022.

9. General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The aim of this qualification is to provide a broad-based study of the range of topics, both theory and practice based, related to early learning and childcare that are required for progression to areas of study or employment at support worker level within a childhood practice setting.

Whether you are already employed working with children and young people, or you have always wanted to support children and young people in a childhood practice setting, this award will prepare you for the tasks ahead and will allow you to:

- ◆ gain new knowledge or deepen the knowledge you already have.
- ◆ build on skills and competencies you already have and learn new skills and competencies.
- ◆ gain an understanding of how children and young people learn and develop.
- ◆ develop your professional practice for working with children and young people in a childhood practice setting.

To attain the NC Childhood Practice at SCQF level 6 you will need to complete 12 SQA unit credits, comprising 72 SCQF credit points.

There are eight mandatory units giving 9 credits (54 SCQF credit points) at SCQF level 6:

- ◆ Child Development.
- ◆ Child Development: Theory.
- ◆ Services for Children and Young People.
- ◆ Planning for Practice.
- ◆ Planning for Practice: Workplace Experience.
- ◆ Sociology of Childhood.
- ◆ Providing an Inclusive Curriculum in Childhood Practice.
- ◆ Protecting and Promoting the Right of the Child.

You must also complete three optional units of 6 SCQF credit points at SCQF level 5 or 6. The optional units are:

- ◆ Introduction to First Aid.
- ◆ Care and Feeding of Children and Young People.
- ◆ Supporting the Care and Feeding of Babies.
- ◆ Supporting the Language, Literacy and Numeracy in Childhood Practice and Educational Settings.
- ◆ Supporting Playwork Practice.
- ◆ Supporting the Behaviour of Children and Young People.
- ◆ Supporting Children and Young People Who Require Additional Support for Learning.
- ◆ Working with Children and Young People with Autism.
- ◆ Understanding Mental Health Issues.
- ◆ Influences on Mental Health and Wellbeing.

- ◆ Coping Strategies and Building Resilience.
- ◆ HIV, Hepatitis B and Hepatitis C Infections.
- ◆ Prevention of Infection.
- ◆ Childcare and Development.
- ◆ Communication Literacy.
- ◆ Numeracy.
- ◆ Information and Communication Technology (ICT).
- ◆ Working with Others.
- ◆ Problem Solving .