

## Higher National Unit Specification

### General information for centres

**Unit title:** Sociology of Childhood

**Unit code:** DN88 35

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

- ◆ Examine the history of the sociological perspectives of childhood
- ◆ Examine the impact of the sociological perspectives of childhood on the child
- ◆ Examine and critically analyse how the views of childhood and the child are reflected in the 21<sup>st</sup> century
- ◆ Analyse and evaluate the implications of current UK perspectives of childhood for practice and the future planning of children's services, locally and nationally

**Credit points and level:** 1 HN Credit at SCQF level 8 (8 SCQF credit points at SCQF level 8\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** It is recommended that candidates should have or be able to demonstrate a knowledge and understanding of child development. This may be evidenced by significant experience of working with children.

**Core skills:** There is no automatic certification of Core Skills or a Core Skill component in this Unit. However there may be opportunities to develop the Core Skills of Communication and Problem Solving through the practice related to this Unit.

**Context for delivery:** If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. This Unit is included in the framework for the PDA Certificate in Early Education and Childcare (level 8).

**Assessment:** The assessment for this Unit is progressive from Outcome 1 to Outcome 4. In order to achieve this Unit, candidates are required to present sufficient evidence of the knowledge and skills specified within each Outcome. An integrated approach to assessment is encouraged and it is recommended that Outcomes 1, 2 and 3 are assessed holistically by production of a report or essay and Outcome 4 by a reflective essay.

## **Higher National Unit specification: statement of standards**

**Unit title:** Sociology of Childhood

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

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

### **Outcome 1**

Examine the history of the sociological perspectives of childhood

#### **Knowledge and/or skills**

- ◆ The historical view of childhood as held by society
- ◆ How sociological perspectives of childhood have changed over the centuries
- ◆ Significant influences on the perspectives of childhood

#### **Evidence requirements**

By the end of this Outcome candidates should be able to:

- ◆ examine how views of childhood have evolved, identifying the significant influences on this and analyse and explain how and why they have changed

#### **Assessment guidelines**

This Outcome could be assessed holistically with Outcomes 2 and 3. See assessment guidelines for Outcome 3

### **Outcome 2**

Examine the impact of the sociological perspectives of childhood on the child

#### **Knowledge and/or skills**

How changing sociological perspectives of childhood have affected how children have been viewed by:

- ◆ Family
- ◆ Community
- ◆ Society

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

**Unit title:** Sociology of Childhood

### **Evidence requirements**

By the end of this Outcome candidates should be able to show:

- ◆ An understanding of the links they have made between the sociological perspectives, the related views of the child and the resultant impact on the child's view of self

### **Assessment guidelines**

This Outcome could be assessed holistically with Outcomes 1 and 3. See assessment guidelines for Outcome 3

### **Outcome 3**

Examine and critically analyse how the views of childhood and the child are reflected in the 21<sup>st</sup> century

#### **Knowledge and/or skills**

- ◆ The diverse views of childhood in 21<sup>st</sup> century Britain
- ◆ How these views are depicted through media, communications, literature and cultural values
- ◆ How political thinking impacts on childhood experiences

#### **Evidence requirements**

By the end of this Outcome candidates should be able to show:

- ◆ Their knowledge and understanding of the views of childhood and the child, from two diverse view points

#### **Assessment Guidelines**

Outcomes 1, 2 and 3 could be assessed holistically by means of a short essay or report

### **Outcome 4**

Analyse and evaluate the implications of current UK perspectives of childhood for practice and the future planning of children's services, locally and nationally

#### **Knowledge and/or skills**

- ◆ The views and values of childhood reflected in their own setting and their contribution to these
- ◆ How these views and values relate to the current UK perspectives
- ◆ The implications of their findings on future developments within the setting and at a local and national level

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

**Unit title:** Sociology of Childhood

### **Evidence requirements**

By the end of this Outcome candidates should be able to show:

- ◆ Through analysis and evaluation of their own practice that they have an understanding of the influence of sociological perspectives on the values underpinning their work and implications for future practice within children's services

The assessment for this Outcome will take the form of a reflective essay which will draw together the learning from Outcomes 1, 2 and 3 to show:

- ◆ How their increased knowledge and understanding of sociological perspectives of childhood has challenged their current thinking and practice and how they anticipate UK perspectives will influence future practice and policy in children's services

### **Assessment guidelines for the Unit**

Outcomes 1, 2 and 3 could be holistically assessed. The assessment could take the form of a short essay or report which will draw together the learning from Outcomes 1, 2 and 3. Candidates should identify, trace and discuss the changing views of the child and childhood from the 19<sup>th</sup> century through to the early 20<sup>th</sup> century.

Outcome 4 could be assessed by a reflective essay. Candidates should identify, discuss and debate how they in their setting, view the child and childhood, making links to practice and to the theoretical underpinnings. They should also show clear evidence of their understanding of the challenges which are coming to the UK- family, nursery and school, community, society and government from the new perspectives.

## **Administrative Information**

<b>Unit code:</b>	DN88 35
<b>Unit title:</b>	Sociology of Childhood
<b>Superclass category:</b>	EE
<b>Date of publication:</b>	August 2004
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## Higher National Unit specification: support notes

### Unit title: Sociology of Childhood

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

This Unit is an optional Unit in the PDA Certificate in Early Education and Childcare SCQF (level 8) and may form the theoretical underpinning to the Unit International Perspectives. The writers have ensured that there is a progression of knowledge and understanding from one Unit to the other. We recommend as a core reader the following text:

- ◆ Childhood Studies - A Reader in Perspectives of Childhood ed. J Mills, R Mills  
London: Routledge/Falmer ISBN 0415214157

We also suggest that a suitable text is recommended to candidates to support study skills, including the skills of enquiry and writing notes which form the basis of a reflective essay.

In Outcome 1 the following issues may be considered:

- ◆ Social reforms of the 19<sup>th</sup> century
- ◆ Education reform acts
- ◆ Social class differences
- ◆ Social constructions of childhood

The emphasis in this Outcome should be the demonstration of a knowledge of the impact of social changes on family life, family values and childhood. Within this will be a view of the child as held within the society during industrialisation, social reform movement led by the Quakers; the issues of poverty and social inequality, and the implications of early educational reform through the church schools and New Lanark Village.

The important emphasis should be on the views held about the child and so childhood and how this was reflected in family structures, family life, extended family support etc and how people regarded children.

In Outcome 2 the following issues may be considered:

- ◆ The characteristics of different perspectives of childhood
- ◆ The way in which changes in society like suffragettes, women in employment and rights of women, may have affected the views of childhood and the child

The emphasis in this Outcome should be the understanding of how by early 20<sup>th</sup> century there were changes emerging in the views of the child and childhood as the result of compulsory education, and the changing view of women in society. Children were no longer part of the workforce until early teens and education became valued. Children were still seen and not heard but people like Isaacs were emerging as someone who valued childhood as a stage in itself. The different theorists of this time would be key to this Outcome looking at how they viewed children as shown by their theoretical frameworks.

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

### Unit title: Sociology of Childhood

In Outcome 3 the following issues may be considered:

- ◆ Curriculum framework, role of play, citizenship and the rights of children; inclusion agenda, sure start
- ◆ Political issues – equal opportunities legislation, parental leave; child protection legislation
- ◆ Literature, media, film, advertising

The emphasis in this Outcome should be the critical analysis of how the above view the child and childhood. This should take the form of a critically analysing how the values and beliefs of educators, theorists, here and in Europe, policy makers, media, literature, advertising, actually see the child, value the child and also how then they see childhood. By looking at the new initiatives and the funding streams from Government and how they are being used candidates should be supported in analysing the information to identify how children are viewed and valued and how society, government, families and communities actually view the child. Is the child central to our society or a means to an end?

In Outcome 4 the following issues may be considered:

- ◆ Values and beliefs of educators, policy makers and politicians
- ◆ Approaches to curriculum, value placed on play, development and learning, pace of learning
- ◆ Listening to children's voices, the centrality of children to their learning, the role of educators
- ◆ Integrated services – health, education, social care, community schools
- ◆ Future joint training and shared pedagogies- Moss, Petrie, Dalhberg, Gunnarsson et al
- ◆ Scottish Executive publications

The emphasis in this Outcome is to enable candidates to use the knowledge they have gained in Outcome three to use this to critically analyse and evaluate their own practice in terms of curriculum models and approaches, current documentation, values and views of the young child and childhood as held by the educators and as seen in practice. They should by now be asking questions about the practice in place the extent to which it is central to the young child's learning, does it give children a voice, are children consulted, do they regard children as rich with potential and capability and does the curriculum model, exemplify this or is it a needs model because of the young child's vulnerability. How do they now view the child and why. They should be encouraged to look ahead to the changing role of the educator, taking account of the new perspectives about the child and childhood, and the impact on the future in settings, in training and through integrated services.

For each Outcome it is expected that the candidates will gather evidence in their portfolio, which they will draw upon for the assessments.

#### Recommended texts

- ◆ Childhood Studies - A Reader in Perspectives of Childhood ed. J Mills, R Mills  
London: Routledge/Falmer ISBN 0415214157
- ◆ From Children's Services to Children's Spaces Public Policy, Children and Childhood  
P. Moss, P. Petrie (2002) London: Routledge Falmer ISBN 0415247829

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

**Unit title:** Sociology of Childhood

### **Guidance on the delivery and assessment of this Unit**

This Unit is designed to enhance and challenge candidates work in an early education and childcare setting. It aims to give candidates a deeper understanding of the changing views which have been held about the young child and childhood, by societies since the 19<sup>th</sup> century.

It will be important that the traditional views should be challenged and discussed by examining the theories and views held by social interactionists and social constructivists.

Through this Unit, candidates should understand the significant progressions in thinking about childhood and the child, which has come from UK and International theorists and their debates about pedagogy and practice, social policy and professional training.

In a delivery model, providers may consider incorporating the feedback to the notes and evidence for each Outcome, as an opportunity for professional discourse with all candidates. We believe this will be essential to help candidates make sense of the sociological perspectives.

Outcomes 1, 2 and 3 could be holistically assessed. The assessment could take the form of a short essay or report which will draw together the learning from Outcomes 1, 2 and 3. Candidates should identify, trace and discuss the changing views of the child and childhood from the 19<sup>th</sup> century through to the early 20<sup>th</sup> century. Key links would be made to the first core reader. (Mills and Mills).

Outcome 4 could be assessed by a reflective essay. Candidates should identify, discuss and debate how they in their setting, view the child and childhood, making links to practice and to the theoretical underpinnings. They should also show clear evidence of their understanding of the challenges which are coming to the UK- family, nursery and school, community, society and government from the new perspectives. Key links could be made to the second core reader. (Moss and Petrie).

### **Open learning**

This Unit could be developed for open learning mode of delivery.

For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning* (SQA 2000).

### **Candidates with additional support needs**

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website [www.sqa.org.uk](http://www.sqa.org.uk).



## General information for candidates

### Unit title: Sociology of Childhood

This Unit is designed to give you an understanding of how since the 19<sup>th</sup> century, the young child and childhood has been viewed by a range of people. This Unit will help you to identify your own values and beliefs about young children and to then examine these alongside the views of theorists, society, communities, families, local government and also internationally.

As educators working with children and families you require to understand the different sociological perspectives so that you can question, analyse and evaluate:

- ◆ The views of the child as held by media, advertising, society in general and families in particular
- ◆ The curriculum models being experienced by the children from birth onwards
- ◆ The initiatives for children, families and communities put in place by government

Through this Unit you will develop an understanding of:

- ◆ The significant progressions in thinking, about childhood and the child
- ◆ The implications for your own values and beliefs and views of the child and childhood
- ◆ The implications for your practice and future practice within children's services

You will be encouraged to read, investigate and discuss with your colleagues and tutors.

Through your investigations you will:

- ◆ Know and understand the impact of the influence perspectives of childhood have had and continue to have, on how the child is viewed in families, society and communities and the subsequent effect on the values and principles of early years settings
- ◆ Use your skills of critical analysis and evaluation to read texts and research, to then make notes of the key influences and theories