



Higher National Unit specification

General information for centres

Unit title: Theoretical Approaches to Development and Learning

Unit code: F3S9 34

Unit purpose: This Unit is designed to enable candidates to research and gain theoretical understanding of the development and learning of children. This Unit highlights the role of play in children's development and learning. This theoretical knowledge will be linked to practice.

This Unit is intended for candidates who are on work placement or employed in an early years setting and/or who are undertaking the HNC Early Education and Childcare.

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

- 1 Analyse theories/approaches to children's development and learning.
- 2 Analyse theories/approaches to play/Playwork.

Credit points and level: 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**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 the candidate should be able to demonstrate a thorough understanding of the development and needs of children. This may be evidenced by significant experience working with children. Evidence could also be through achievement of current NQ Units or equivalent, which assess knowledge and understanding of children in the age range birth to 12 years, or SVQs level 2 in *Early Years Care and Education, Playwork* or *Children's Care Learning and Development*.

Core Skills: There are opportunities to develop the Core Skills of *Communication, Information Technology* and *Problem Solving* to SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

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.

General information for centres (cont)

Assessment: The candidate must achieve both Outcomes for this Unit and demonstrate knowledge and understanding for each.

This Unit could be assessed holistically by a single instrument of assessment which would require candidates to produce one report on three approaches/theories or three individual reports on each individual theory/approach, of the candidate's choosing. Candidates will also be required to relate the theories/approaches to the practice of the promotion of the development, learning and play of children.

This will show that the candidate can:

- ◆ research current thinking in development, learning and play
- ◆ analyse key points from research

Notes for the report will be gathered over the duration of the Unit and may contain evidence from the Unit DF4Y 34 *Working in an Early Education and Childcare Setting*.

Higher National Unit specification: statement of standards

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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

Analyse theories/approaches to children's development and learning

Knowledge and/or Skills

- ◆ The contribution of a range of theories/approaches relating to children's development and learning
- ◆ Influence of children's development and learning theories/approaches on understanding of the ways children develop and learn
- ◆ Application of developmental and learning theories/approaches in a practical context

Outcome 2

Analyse approaches/theories to play/Playwork

Knowledge and/or Skills

- ◆ The contribution of a range of theories/approaches relating to play/Playwork
- ◆ Influence of play/Playwork theories/approaches on understanding of the ways children develop and learn
- ◆ Application of play/Playwork theories/approaches in a practical context

Evidence Requirements for the Unit

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ select three approaches/theories as follows:
 - approach/theory from Outcome 1
 - approach/theory from Outcome 2
 - approach/theory from either Outcomes 1 or 2
- ◆ use a variety of primary and secondary sources of evidence
- ◆ describe and evaluate three chosen approaches/theories and relate them to children's development and learning in a practical context

Higher National Unit specification: statement of standards (cont)

Unit title: Theoretical Approaches to Development and Learning

Assessment Guidelines

Outcomes 1 and 2 can be assessed holistically by means of one report or alternatively three individual reports discussing current theories/approaches in development, learning and playwork. Candidates could produce a report on three current approaches/theories selected, and relate this to practice. The report(s) may be presented in any suitable way. Reports may be written, oral or signed.

Administrative Information

Unit code:	F3S9 34
Unit title:	Theoretical Approaches to Development and Learning
Superclass category:	GA
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History of changes:

Version	Description of change	Date
02	Typographical error.	28/08/08

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Higher National Unit specification: support notes

Unit title: Theoretical Approaches to Development and Learning

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

In keeping with the Scottish Government's vision of a single integrated qualification and professional development framework, this Unit and the Group Award it belongs to has been aligned to the Standard for Childhood Practice, 2007. More specifically this Unit maps to elements of the following Standards:

- 3.1 — a broad and balanced knowledge and understanding of children and childhoods which underpins their practice and is used to inform their leadership of others
- 3.3 — a critical understanding of the theories and principles required to analyse and critically evaluate the programmes provided by the service
- 3.9 — knowledge and understanding needed to support evidence informed practice
- 4.5 — engage in professional reflection for continuing improvement

While it is important not to lose some of the traditional theories/approaches, candidates should be encouraged to research current theories/thinking which are still relevant today.

Outcome 1

Candidates should have the opportunity to explore the work of a range of theorists and related theories in the following categories. The suggestions are not exhaustive and choices should reflect current thinking at the time of delivery.

Social/ Emotional Development

The work of Bandura, Rosenthal and Jacobson, Rogers, Bowlby, Schaffer, Rutter, Trevarthen, Holt, Havighurst, Ainsworth and Attachment Theory.

Cognitive Development

This can be looked at from a Constructivist eg Piaget (Accommodation, Assimilation and Schemas), Hughes, McGarrigle and Donaldson and Social Constructivist — Bruner and Vygotsky perspectives. Other areas such as Brain Gym, Paul Dennison, Emotional Intelligence — Goleman and Learning Styles of Tizard and Hughes. The work of Howard Gardner and multiple intelligences.

Language Development

This could look at the work of Chomsky, Brown and Trevarthen, and areas of Emergent Language.

Personality Development

This can incorporate the work of Freud and Erikson, Rogers, Kelly and Kohlberg.

Higher National Unit specification: support notes (cont)

Unit title: Theoretical Approaches to Development and Learning

Outcome 2

Candidates should have the opportunity to explore the work of a range of theorists and related theories. The suggestions are not exhaustive and choices should reflect current thinking and new evolving theories at the time of delivery.

Current thinking in play and Playwork theories could include the work of:

- ◆ Chris Athey, Tina Bruce and Kathy Sylva
- ◆ play types/ Evolutionary play (Bob Hughes)
- ◆ Seven Process of Play (Stuart Lester)
- ◆ life skills — such as creativity, teamwork, cooperation, negotiation, goal setting, self-reliance, etc
- ◆ neurological development — play parallels, sequential neurological development; curiosity, exploration, discovery, mastery, confidence, learning, curiosity (Bruce Perry)
- ◆ therapeutic play as understood in terms of psycholudics; play as part of basic development; consider the play cycle; play drive, learn new skills, play cue, play return, play frame, play flow — (Perry Else; Gordon Sturrock)
- ◆ consider new and evolving theories of play and Playwork

Guidance on the delivery and assessment of this Unit

This Unit is designed to be delivered as part of the Group Award HNC G7CX 15 *Early Education and Childcare*.

It is suggested this Unit be delivered concurrent with the Unit DF4Y 34 *Working in an Early Education and Childcare Setting*, and whenever possible this Unit should have the practical application of knowledge and skills as its focus.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills of *Communication, Information Technology* and *Problem Solving* to SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Open learning

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

Higher National Unit specification: support notes (cont)

Unit title: Theoretical Approaches to Development and Learning

Candidates with disabilities and/or additional support needs

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

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This Unit is designed to enable you to research and gain theoretical understanding of the development and learning of children. This Unit highlights the role of play in children's development and learning. This theoretical knowledge will be linked to practice.

This Unit is intended for candidates who are on work placement or employed in the childcare sector and/or who are undertaking the HNC Early Education and Childcare.

It has two main subject areas, each of which is the subject of a separate Outcome. You will look at approaches/theories of children's development and learning and approaches/theories of playwork and how knowledge of these approaches/theories influences practice in early years and childcare settings.

Overall, you will be expected to use the knowledge and skills from the Unit to enable you to research current thinking in development, learning and play, analyse key points from research and link theory to practice.

You may have an opportunity to develop the Core Skills of *Communication, Information Technology* and *Problem Solving* to SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Outcomes 1 and 2 may be assessed together with one report or alternatively three individual reports discussing current theories/approaches in development, learning and play.

The assessment methods used for this Unit will be decided by your lecturer.