



Higher National Unit Specification

General information

Unit title: Childhood Practice: Development of Children (Pre-birth to Three) (SCQF level 9)

Unit code: FD74 36

Superclass: PN

Publication date: March 2019

Source: Scottish Qualifications Authority

Version: 03

Unit purpose

This unit has been designed to allow learners to explore influences on leadership and management of contemporary ideas and research on the development of our youngest children, ie neurological development, development of perception, knowledge and relationships, and their relationship to the leadership and management of services for children, pre-birth to three.

Outcomes

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

- 1 Develop knowledge and understanding of contemporary ideas of the development of children, pre-birth to three.
- 2 Analyse other factors that influence early development pre-birth to three.
- 3 Analyse leadership and management attributes required to deliver services for children pre-birth to three.

Credit points and level

1 Higher National Unit credit at SCQF level 9: (8 SCQF credit points at SCQF level 9)

Higher National Unit Specification: General information (cont)

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Recommended entry to the unit

Learners should already have qualifications that meet the requirements of the Scottish Social Services Council for practitioner (SCQF level 7) and have relevant qualifications at SCQF level 8.

Learners should be working at lead practitioner or manager level within a service for children and young people.

Learners should have well-developed communication and interpersonal skills and be able to demonstrate the ability to think analytically and reflectively.

Core Skills

There are opportunities to develop the Core Skills of *Communication*, *Working with Others* and *Problem Solving* in this unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communication Technology (ICT)* and *Numeracy* depending on the variety of data gathered and how the data is presented.

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 a mandatory optional unit within this qualification. This unit should integrate with the unit: *Leadership and Management Practice (Workplace Practice)*.

Equality and inclusion

This unit 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.

Higher National Unit Specification: Statement of standards

Unit title: Childhood Practice: Development of Children (Pre-birth to Three) (SCQF level 9)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

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. Learners 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

Develop knowledge and understanding of contemporary ideas of the development of children, pre-birth to three.

Knowledge and/or skills

- ◆ Theories of child development pre-birth to three
- ◆ Current underpinning principles, thinking and practice
- ◆ Development pre-birth
- ◆ Importance of brain development
- ◆ Role of relationships

Outcome 2

Analyse other factors that influence early development pre-birth to three.

Knowledge and/or skills

- ◆ Additional factors which influence early development
- ◆ Role which interactions play
- ◆ Role of the adult including key worker systems
- ◆ Issues of attunement
- ◆ Importance of environments
- ◆ Importance of providing for play
- ◆ Importance of health and wellbeing in overall development, including pre-birth (maternal health) and infant nutrition
- ◆ Cultural aspects and cross-cultural issues

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Outcome 3

Analyse leadership and management attributes required to deliver services for children pre-birth to three.

Knowledge and/or skills

- ◆ Awareness of range of approaches to models for working with other professionals
- ◆ Service development in relation to local and national policies
- ◆ Roles, responsibilities and attributes of other agencies and professionals
- ◆ Current legislation and policy relating to children's rights and the support of children and families
- ◆ Partnership with families
- ◆ Supporting others in the management of systems, routines and individualised care

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Outcome 1

- ◆ critically analyse contemporary theories of child development
- ◆ evaluate how contemporary theories of child development are visible in practice
- ◆ identify underpinning principles in relation to current policy and guidance pre-birth to three
- ◆ understand the importance of brain development research
- ◆ evaluate how research into brain development applies to service design and delivery
- ◆ understand children's holistic development, including aspects of development pre-birth
- ◆ demonstrate understanding of the role of relationships in relation to development pre-birth to three
- ◆ evaluate own role in ensuring service design and delivery reflects all of the above

Higher National Unit Specification: Statement of standards (cont)

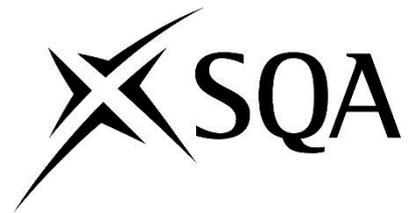
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Outcome 2

- ◆ identify additional factors which influence early development and demonstrate how these relate to service design, thinking and practice
- ◆ demonstrate understanding of the importance of consistent, high quality relationships and interactions, including the role of sensitive, meaningful, verbal and non-verbal interactions
- ◆ critically analyse the role which the environment plays as an influence on children's development pre-birth to three
- ◆ identify approaches to meeting development needs through everyday routines, activities and experiences
- ◆ demonstrate understanding of importance of play to children's all-round development and wellbeing
- ◆ show a sound understanding of the importance of health and wellbeing in overall development, including pre-birth (maternal health) and infant nutrition
- ◆ demonstrate an understanding of cultural aspects and cross-cultural issues in relation to children's development pre-birth to three

Outcome 3

- ◆ critically evaluate a range of models of service development and delivery with an emphasis on interagency working and its role in supporting early development
- ◆ analyse current legislation and its relationship to service structure and delivery for children pre-birth to three
- ◆ demonstrate ability to use understanding of relevant legislation and policy to establish an ethos and environment which promotes children's rights
- ◆ evaluate the role working with parents as partners plays in supporting development pre-birth to three
- ◆ demonstrate sound understanding of the management of professional roles, attributes and responsibilities in relation to systems, routines and individualised care of children pre-birth to three



Higher National Unit Support Notes

Unit title: Childhood Practice: Development of Children (Pre-birth to Three) (SCQF level 9)

Unit support notes are offered as guidance and 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 a mandatory/option within the SCQF level 9 Award — Childhood Practice.

The unit may also be used as a free-standing unit by learners in relevant employment who wish to develop and/or enhance their skills as a form of Continuing Professional Development (CPD).

The unit is linked to the unit: *Leadership and Management Practice* and there will be opportunities for the learner to utilise many of the transferable skills developed. These may include but are not confined to:

- ◆ critical evaluation
- ◆ self-motivation
- ◆ knowledge of current best practice
- ◆ investigative skills
- ◆ professional papers
- ◆ government policies, etc

Outcome 1

Develop knowledge and understanding of contemporary ideas of the development of children, pre-birth to three.

Learners should consider the importance of key contemporary ideas of child development pre-birth to three, including relevant theory, current research, policy and legislation.

This could include:

- ◆ A review of the pioneers of early childhood education and connections to current theory, thinking and practice, including attachment theory and the work of Bowlby, Schaffer, Rutter, Ainsworth
- ◆ An analysis of contemporary theories of child development and evaluation of where these relate to current practice

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Development of Children (Pre-birth to Three) (SCQF level 9)

- ◆ Identification of key underpinning principles in relation to current policy and guidance pre-birth to three, including the Early Years Framework, GIRFEC, Health and Social Care Standards: My Support My Life Building the Ambition and national and local guidance on pre-birth to three produced by Education Scotland on behalf of Scottish Government
- ◆ An investigation into brain development research, including the work of Gopnik A, Trevarthen C, Zeedyk S, Balbirnie R & Burns H, and the implications this has for provision for very young children
- ◆ A consideration of maternal health and wellbeing and impact on the development of the unborn child, including initiatives such as Health Start, CEL 36 Infant & Maternal Nutrition
- ◆ Consideration of the role of relationships in relation to development pre-birth to three
- ◆ An evaluation of service design and delivery in order to assess how the key areas already investigated are appropriately reflected in the provision on offer and the importance of the leadership role in ensuring this
- ◆ The impact of additional provision for vulnerable 2 year olds

Outcome 2

Analyse other factors that influence early development pre-birth to three.

Learners should consider the importance of additional key factors which influence the development of the very young child, including pre-birth factors, the role of the environment and issues of maternal health and wellbeing.

This could include:

- ◆ An investigation of the additional factors which influence early development, including for example, the role of the environment, housing, access to services, health and wellbeing of the mother including issues of substance misuse
- ◆ An analysis of the ways in which the above factors are taken into account in relation to service provision, interagency collaboration and the importance of effective partnerships
- ◆ Building on understandings of the importance of consistent, high quality relationships and interactions, the need for attunement and sensitive and responsive environments
- ◆ Critically analyse the role which the environment plays, in its widest sense, as an influence on children's development pre-birth to three, with consideration of both negative and positive influences and the role of early years services in relation to this
- ◆ An overview of the routines, activities and experiences associated with early years provision and group care for very young children, together with critical analysis based on research, policy, thinking and practice of what constitutes best use of these opportunities to support development and learning
- ◆ An opportunity to reflect on the importance of play in relation to children's all-round development, mental health and wellbeing, with a detailed consideration of how early years settings can support the play experiences of the very young child, including critical evaluation of provision within one's own setting and a review of current thinking on play provision for very young children

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Development of Children (Pre-birth to Three) (SCQF level 9)

- ◆ An investigation of the role which health and wellbeing play in overall development, including pre-birth (maternal health) and infant nutrition, based on current policy and guidance, with an understanding of the importance of taking these into account in service planning and implementation in order to effectively meet the needs of children and families
- ◆ An evaluation of cultural aspects and cross-cultural issues in relation to children's development pre-birth to three in relation to all aspects discussed above, as embedded within values, principles and consequently, evident in practice

Outcome 3

Analyse leadership and management attributes required to deliver services for children pre-birth to three.

Learners should consider attributes of effective leadership and management skills in relation to the planning and delivery of services for children pre-birth to three.

These could include:

- ◆ Undertaking an evaluation of a range of approaches to models for working with other professionals, including fully integrated service models and an analysis of examples of effective interagency working and consequent benefits to service users.
- ◆ An investigation of service development in relation to legislation and local and national policy which takes into account both local and national indicators of effective services for children pre-birth to three. Roles, responsibilities and attributes of other agencies and professionals should be considered here.
- ◆ An investigation into the importance of listening to children, active consultation with service users and ensuring children's and families views impact on service design and delivery. This should include looking at what partnership with families looks like and feels like.
- ◆ An analysis of current legislation and its relationship to service structure and delivery for children pre-birth to three including children's rights, entitlement to additional hours effective use of relevant legislation and policy to establish an ethos and environment which promotes children's rights.
- ◆ An opportunity to demonstrate a sound understanding of the management of professional roles, attributes and responsibilities in relation to systems, routines and individualised care of children pre-birth to three, including detailed consideration of supporting others in the management of this and reflection on leadership responsibilities.

Higher National Unit Support Notes (cont)

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Useful Publications across Outcomes 1 to 3 might include:

Abbott L and Moylett H *Working with the under threes* 1997
Bruce T *Learning through Play* 2001
Dunn J *Young Children's Close Relationships* 1993
Duffy A, Chambers F, Croughan S, and Stephens J *Working with Babies and Children under Three*
Edwards A G *Relationships and Learning* 2002
Elfer P, Goldschmied E & Selleck D *Key Persons in the Nursery* 2003
Forbes R *Beginning to Play: young children from birth to 3* 2004
Gerhard, S *Why Love Matters* 2004
Goldschmied E and Jackson S *People Under Three* 1994
Gopnik A *The Philosophical Baby* 2009
Gopnik, Meltzoff and Kuhl *How Babies Think*
Jones C, and Pound L *Leadership and Management in the Early Years: A Practical Guide* 2008
Langston A and Abbott L *Playing to Learn – Developing high quality experiences for babies and toddlers*
Lindon J *Understanding Child Development – Linking Theory and Practice*
Lindon J *Helping Babies and Toddlers Learn* 2000
Moyle J *Effective Leadership and Management in the Early Years* 2006
Murray L & Andrews L *The Social Baby: Understanding babies communication from birth* 2000
Nutbrown C *Children's Rights and Early Education* 1996
Roberts R *Self-esteem and early learning* 2002
Siraj-Blatchford I and Manni L *Effective Leadership in the Early Years Sector* 2007
Sullivan J *Leadership Skills in the Early Years: making a difference* 2009

Useful guidance, policy and legislation documents across Outcomes 1 to 3 might include:

Children (Scotland) Act
UN Convention on the Rights of the Child
For Scotland's Children Scottish Executive 2001
Growing Support, Scottish Executive 2002
GIRFEC — Getting it Right Scottish Government 2010
It's Everyone's Job to make Sure I'm Alright Scottish Executive 2003
How Good is Our Early learning and Childcare
Pre -Birth to 3; supporting our youngest children & Pre-birth to 3 (in print), LTS Scotland
Health and Social Care Standards: My Support, My Life
Setting the table - Nutritional guidance and food standards for early years childcare providers in Scotland (2015)
Ready Steady Baby & Ready Steady Toddler, Health Scotland
Early Years Framework Scottish Government 2008
Leadership for Learning, HMIE 2009
Building the Ambition , National practice guidance (2014)

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Development of Children (Pre-birth to Three) (SCQF level 9)

Useful websites across Outcomes 1 to 3 might include:

Care Commission www.carecommission.com (subject to change April 2011)

Scotland's Commissioner for Children and Young People www.sccyp.org.uk

Children in Scotland www.childreninscotland.org.uk

Scottish Child Psychotherapy Trust www.scpt.org.uk

GIRFEC — Getting it Right <http://www.scotland.gov.uk>

GUS — Growing Up in Scotland www.growingupinscotland.org.uk

Early Education www.earlyeducation.org.uk

Health Scotland www.healthscotland.org.uk

Learning and Teaching Scotland www.ltscotland.org.uk

National Children's Bureau www.ncb.org.uk

Zero to Three www.zerotothree.org

'Attachment in Practice' Siren Film and Video Ltd

'Rethinking the Brain' by Shore, 1997.

Film Clip 'Baby it's you' Professor Annette Karmiloff-Smith

Health Scotland :Early Years and Childcare Resources (2015)

Guidance on approaches to delivery of this unit

As the unit is designed to be delivered to learners who are experienced in the industry, it is expected that those delivering will have the required experience and occupational competence at an appropriate level in order to guide the learner towards the relevant research and appropriate documents.

It must be remembered that the learner is expected at this level, to have a broad knowledge and understanding of the scope, main areas and boundaries of the subject. Learners will further be required to undertake a critical evaluation of the research they have undertaken. It is again noted that not all theorists agree on some of the issues and that learners may be given credit for their work as long as any conclusions are supported by research and a well-reasoned argument.

It may be possible to integrate some delivery and assessment task with the unit: *Leadership and Management Practice (Workplace Practice)*.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

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.

For Outcome 1, the learner is required to produce a staff development activity which shares key ideas on the development of children, pre-birth to three and how this theory applies to everyday thinking and practice.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Development of Children (Pre-birth to Three) (SCQF level 9)

For Outcomes 2 and 3 the learner can either:

Produce a 10 minute presentation with accompanying handouts which critically analyses the range of additional factors that influence early development pre-birth to three and will illustrate leadership and management attributes required to deliver services for children pre-birth to three. The learner should be prepared to answer up to 5 minutes of questions on their presentation.

Or the learner is required to produce an academic essay (1,000 words) covering Outcomes 2 and 3, which critically analyses the range of additional factors that influence early development pre-birth to three and will illustrate leadership and management attributes required to deliver services for children pre-birth to three.

Assessment guidelines

Outcome 1

Design a staff development activity which shares key ideas on the development of children, pre-birth to three and how this theory applies to everyday thinking and practice.

The methods of delivery could include a PowerPoint presentation, Staff Learning Handout, notes pages, participative activities and/or accompanying notes on how you would present this to a staff team.

Outcome 2

This outcome should be assessed by the production of a presentation or completion of a report. It is recommended that evidence should be holistically assessed with Outcome 3.

Outcome 3

Produce a 10 minute presentation with accompanying handouts which critically analyses the range of additional factors that influence early development pre-birth to three and will illustrate leadership and management attributes required to deliver services for children pre-birth to three. The learner should be prepared to answer up to 5 minutes of questions on their presentation.

Or the learners is required to produce an academic essay (1,000 words) covering Outcomes 2 and 3, which critically analyses the range of additional factors that influence early development pre-birth to three and will illustrate leadership and management attributes required to deliver services for children pre-birth to three.

Higher National Unit Support Notes (cont)

Unit title: Childhood Practice: Development of Children (Pre-birth to Three) (SCQF level 9)

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. 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 which 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.

Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of *Communication*, *Working with Others* and *Problem Solving* in this unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the internet to conduct research will also have opportunities to develop skills in *Information and Communication Technology (ICT)* and *Numeracy* depending on the variety of data gathered and the form in which the data is presented.

History of changes to unit

Version	Description of change	Date
03	Minor revisions to the support notes. Unit updated into new template and formatted in line with latest house style.	26/03/19
02	Revised due to legislation and regulation changes within Industry. Also clarification of assessment for centres	28/09/17

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General information for learners

Unit title: Childhood Practice: Development of Children (Pre-birth to Three) (SCQF level 9)

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

This unit has been designed to allow you to explore the influences on leadership and management of contemporary ideas and research on the development of our youngest children, ie neurological development, development of perception, knowledge and relationships, and their relationship to the leadership and management of services for children, pre-birth to three.

On completion of this unit you should be able to:

- 1 Develop knowledge and understanding of contemporary ideas of the development of children, pre-birth to three.
- 2 Analyse other factors that influence early development pre-birth to three.
- 3 Analyse leadership and management attributes required to deliver services for children pre-birth to three.

This unit is designed to allow you to further develop your skills in research, analysis and reporting.

You will be expected to produce two pieces of assessment for this unit:

For Outcome 1, you are required to produce a staff development activity which shares key ideas on the development of children, pre-birth to three and how this theory applies to everyday thinking and practice.

For Outcomes 2 and 3, you can either:

- ◆ Produce a 10 minute presentation with accompanying handouts which critically analyses the range of additional factors that influence early development pre-birth to three and will illustrate leadership and management attributes required to deliver services for children pre-birth to three. The learner should be prepared to answer up to 5 minutes of questions on their presentation.

Or

- ◆ Produce an academic essay (1,000 words) covering Outcomes 2 and 3, which critically analyses the range of additional factors that influence early development pre-birth to three and will illustrate leadership and management attributes required to deliver services for children pre-birth to three.