



## Higher National Unit specification: general information

**Unit title:** Childhood Practice: Families, Culture and Society

**Unit code:** FD7E 36

**Superclass:** PN

**Publication date:** August 2010

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit has been designed to allow candidates to develop their understanding and knowledge of perspective of childhood through investigating families, societies and cultures, past and present.

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

- 1 Develop knowledge and understanding of how views of childhood have evolved over the years until present day.
- 2 Compare and analyse different perspectives of childhood.
- 3 Identify from practice the ideology of childhood in country of current employment.

### Recommended prior knowledge and skills

Candidates 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.

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

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

## General information (cont)

### Credit points and level

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

*\*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.*

### 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.

Candidates who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communications Technology* 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 may be undertaken as a standalone Unit for the purpose of Continuous Professional Development.

### Assessment

Outcomes 1 and 2 are assessed holistically by a comparative academic essay. Outcome 3 is assessed by a reflective account of practice based on country of employment.

## Higher National Unit specification: statement of standards

**Unit title:** Childhood Practice: Families, Culture and Society

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Please refer to *Knowledge and/or Skills for the Unit* and *Evidence Requirements for the Unit* after the Outcomes.

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

Develop knowledge and understanding of how views of childhood have evolved over the years until present day.

#### Knowledge and/or Skills

- ◆ historical perspectives of childhood
- ◆ influences on views of childhood
- ◆ how views of childhood have changed over time in relation to family, culture and society

#### Evidence Requirements

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

- ◆ critically analyse and evaluate a minimum of two historical perspectives
- ◆ critically evaluate a range of influences of change on views of childhood
- ◆ critically evaluate at least of one reason for change in relation to each of family, culture and society

#### Assessment Guidelines

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

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

**Unit title:** Childhood Practice: Families, Culture and Society

### Outcome 2

Compare and analyse different perspectives of childhood.

#### Knowledge and/or Skills

- ◆ sociological perspectives
- ◆ psychological perspectives
- ◆ current national perspectives
- ◆ current International perspectives

#### Evidence Requirements

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

- ◆ investigate and analyse sociological perspectives
- ◆ investigate and analyse psychological perspectives
- ◆ investigate and analyse national perspectives
- ◆ investigate and analyse international perspectives

#### Assessment Guidelines

Outcomes 1 and 2 could be holistically assessed. The assessment should take the form of a comparative academic essay (1500-2000 words), analysing and evaluating perspectives of childhood and associated influences.

### Outcome 3

Identify from practice the ideology of childhood in country of current employment.

#### Knowledge and/or Skills

- ◆ current legislation relating to children and young people
- ◆ current local and national policies relating to children and young people
- ◆ impact of legislation and policies on practice

#### Evidence Requirements

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

- ◆ identify and investigate current legislation relating to children and young people
- ◆ identify and investigate current local and national policies relating to children and young people
- ◆ reflect on impact of legislation and policies on practice

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

**Unit title:** Childhood Practice: Families, Culture and Society

### **Assessment Guidelines**

Outcome 3 is assessed by a reflective account of practice demonstrating the ideology of childhood based on country of employment influenced by current legislation, initiatives and policies and this report should be endorsed by a workplace mentor to ensure sufficiency and authenticity. (500–1000 words)

## Higher National Unit specification: support notes

### Unit title: Childhood Practice: Families, Culture and Society

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 Childhood Practice SCQF level 9 (PDA).

Recommended as a core reader the following text:

- ◆ Early Childhood Studies: An Holistic Introduction (2<sup>nd</sup> Edition). J Taylor & M Woods (eds) London: Edward Arnold ISBN 978 0 340 88736 3

It is suggested 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.

#### Outcome 1

- ◆ Candidates should explore historical perspectives of childhood, eg Romantic, Tabula Rasa and Innocent discourses through the perspectives of Rousseau, Locke and Hobbes
- ◆ Candidates should explore influences on views of childhood and how these influences have resulted in change, eg:
  - legislation – employment acts, education acts, UNCRC
  - poverty, discrimination
  - family – structure, changing role of women, divorce
  - media – literature, film & TV, advertising, Internet
  - culture – religion, ethnicity, multi-cultural societies, politics

Any other appropriate influences may be considered.

#### Outcome 2

Candidates could be given the opportunity to explore, analyse and compare a range of perspectives on childhood. Below are some suggested perspectives for exploration. These suggestions are not exhaustive and choices should reflect current thinking at time of delivery.

- ◆ Candidates should investigate and examine sociological perspectives in relation to views of childhood, eg Functionalism, Marxism, Feminism, Interactionist
- ◆ Candidates should investigate and examine psychological perspectives in relation to views of childhood, eg:
  - Cognitive – Piaget, Vygotsky, Bruner
  - Humanistic – Maslow, Rogers
  - Psychoanalytical – Erikson, Freud
  - Socialisation – attachment theory and cultural context of early care may also be considered

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

### Unit title: Childhood Practice: Families, Culture and Society

- ◆ Candidates should investigate and examine both UK and International perspectives of childhood
- ◆ Candidates should compare and evaluate the above perspectives of childhood

### Outcome 3

Candidates should have the opportunity to explore and research current legislation and policies relating to children (0-16 years) in the country of their employment and reflect on the impact of these on their practice.

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

This Unit forms part of the optional section of the Childhood Practice SCQF level 9 (PDA). However, it may also be delivered as a standalone Unit for Continuous Professional Development purposes.

It is recommended that a holistic approach to assessment and delivery be undertaken for Outcomes 1 and 2. Outcome 3 will be assessed by means of a reflective account of practice that should be endorsed by a workplace mentor to ensure sufficiency and authenticity.

In order to achieve this Unit candidates are required to present sufficient evidence that they have met all the knowledge and skills requirements for each Outcome.

### Opportunities for developing Core Skills

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

Candidates who use the Internet to conduct research will also have opportunities to develop skills in *Information and Communications Technology* and *Numeracy* depending on the variety of data gathered and the form in which the data is presented.

### Open learning

This Unit could be developed for open learning mode of delivery. However, Outcome 3 should be endorsed by a workplace mentor to ensure sufficiency and authenticity of candidate evidence.

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## History of changes to Unit

Version	Description of change	Date

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## General information for candidates

### Unit title: Childhood Practice: Families, Culture and Society

This Unit is designed to enable you to gain an understanding of Childhood perspectives that informs your practice.

It is primarily to prepare you for working in the Childhood Practice sector and to give you an insight into how perspectives of childhood impact on practice.

The Unit has three main areas each the subject of a separate Outcome. To begin with you will investigate and examine the historical perspective of childhood and explore a range of influences. You will then look at different current sociological, psychological and national and international perspectives on childhood practice and compare and evaluate them. Finally, you will investigate current legislation and policies to enable you to reflect on the impact that they have on practice.

Overall you will be expected to use the knowledge and skills from this Unit to enhance and understand your practice.

You may be given the opportunity to develop the Core Skills and the Core Skills components of *Communication, Problem Solving* and *Information and Communications Technology* to SCQF level 6, although these will not be certified.

You will take a holistic approach to a comparative academic essay for Outcomes 1 and 2. You will be assessed by means of a reflective account of practice for Outcome 3 that should be endorsed by your workplace mentor to ensure sufficiency and authenticity.