



Higher National Unit Specification

General information

Unit title: Promoting Language, Literacy and Numeracy
(SCQF level 7)

Unit code: H991 34

Superclass: GB

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Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to provide learners with the skills and strategies necessary to facilitate children's development in language, literacy and numeracy.

Outcomes:

- 1 Develop knowledge and understanding of stages and theories relating to the acquisition involved in language, literacy and numeracy development.
- 2 Describe the role of the adult in terms of the facilitation and the implementation of a range of strategies in the development of language, literacy and numeracy.
- 3 Evaluate resources that nurture language, literacy and numeracy development.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the Unit

It is recommended that the learner should be able to demonstrate a comprehensive understanding of the development and behaviour of children and young people. Evidence could be through the achievement of current NC Units or equivalent which assess knowledge and understanding of children and young people pre-birth to 16 years, or SVQ level 2 Children's Care, Learning and Development or Playwork. It may also be evidenced through experience of working with children and young people.

Higher National Unit specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in 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.

Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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

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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 stages and theories relating to the acquisition involved in language, literacy and numeracy development.

Knowledge and/or Skills

- ◆ The developmental stages of language, literacy and numeracy
- ◆ The contribution of a range of theories relating to children's language, literacy and numeracy
- ◆ Current language, literacy and numeracy theory within professional context
- ◆ Evidence-based practice

Outcome 2

Describe the role of the adult in terms of the facilitation and the implementation of a range of strategies in the development of language, literacy and numeracy.

Knowledge and/or Skills

- ◆ Influence of primary socialisation on language, literacy and numeracy development
- ◆ Strategies and how they impact in educational settings to facilitate language, literacy and numeracy development in children and young people, including additional support needs

Outcome 3

Evaluate resources that nurture language, literacy and numeracy development.

Knowledge and/or Skills

- ◆ Resources and how they impact in educational settings to facilitate language, literacy and numeracy development in children and young people, including additional support needs

Higher National Unit specification: Statement of standards

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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

- ◆ Explain the terms language, literacy and numeracy.
- ◆ Identify and describe the developmental stages of language, literacy and numeracy.
- ◆ Apply and evaluate a minimum of one relevant language, literacy and numeracy theories (minimum 3 in total) to practice within a professional context.
- ◆ Evaluate the use of selected theories to practice.

Outcome 2

- ◆ Explain influence of primary socialisation on language, literacy and numeracy development both positive and negative.
- ◆ Identify and explain a range of strategies employed to facilitate children and young people's language, literacy and numeracy development including additional support needs a minimum of two for each area of development, six in total.
- ◆ Evaluate a range of strategies employed to facilitate children and young people's language, literacy and numeracy development including additional support needs a minimum of one for each area of development, three in total.

Outcome 3

- ◆ Identify and explain a range of resources employed to facilitate children and young people's language, literacy and numeracy development including additional support needs a minimum of two for each area of development, six in total.
- ◆ Evaluate a range of resources employed to facilitate children and young people's language, literacy and numeracy development including additional support needs a minimum of one for each area of development, three in total.



Higher National Unit Support Notes

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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 included in the framework of the HNC Social Services Children and Young People and is offered as an optional Unit for Children and Young People. It is recommended that it should be delivered and assessed within the subject area of the Group Award to which it contributes.

In addition to providing learners with underpinning knowledge in generic terms about the theory, support strategies and resources for children's and young people's language, literacy and numeracy development it will also give them the opportunity to observe and evaluate real life situations whilst on placement/employment. Learners will have the opportunity to reflect on these strategies and apply them to their own practice. In addition to this learners will be able to explore strategies and resources of interest to help them understand the wider influences within this field.

The Unit starts off with an introduction to the concept of 'language, literacy and numeracy', stages of development followed by analysis and evaluation of theory which you will be expected to apply to practice.

This Unit is intended to introduce the learner to the importance of understanding the influence of primary socialisation, the role of the adult and strategies and resources which facilitate language, literacy and numeracy development. Learners will have the opportunity to explore ways of successfully facilitating language, literacy and numeracy through a range of strategies and resources for children and young people including additional support needs.

Outcome 1

Develop knowledge and understanding of stages and theories relating to the acquisition involved in language, literacy and numeracy development.

There is an element of overlap with the mandatory Unit Lifespan Development: Theoretical Approaches. Learners should be familiar with the relevant terminology used to describe language, literacy and numeracy. Learners should be aware of the normal sequences and patterns of children and young people's language, literacy and numeracy development.

Higher National Unit Support Notes (cont)

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Language Development: Pre-linguistic (crying, cooing, babbling, echolalia); Linguistic (first words, holophrases, two words, telegraphic speech, overgeneralisation of grammatical rules etc).

Literacy Development: Reading — recognition of photographs, pictorial recognition, recognition of line-drawings, visual skills, pattern recognition and memory, understanding the link between the spoken and written word — concept of print, literacy play, understanding of narrative, awareness of environmental print. (Asda sign, McDonald's sign etc), conventions of reading — directionality (left to right, front to back, top to bottom), listening skills, phonemic awareness, onset and rhyme, word recognition, phonic word attack skills, reading together, individual reading, reading for pleasure. Drawing and Writing — development of fine motor skills — types of grip ranging through palmar, dagger to a tripod grip, scribbling, drawing circular shapes (pre-communicative mark-making), representational drawing, pretend writing — pre-phonetic (ie the child knows that symbols can create a message. At this stage it does not bear much resemblance to letters), integration into drawings of letter shapes familiar to the child, alphabet awareness — names and sounds of letters, semi-phonetic representation (ie the child begins to recognise that letters have individual sounds. May use initial letters, or initial and final letters; vowels are usually missing), phonetic awareness (the child is able to use some appropriate vowels and consonants to build words — invented spelling), letter formation (*important that learners recognise that the teaching of letter formation should not be attempted until the child has acquired the requisite level of fine-motor control*), cursive writing. An awareness that reading and writing develop together and are closely interlinked, is important.

Numeracy Development — spatial awareness, recognition of pattern, shape and colour, symbol recognition, discovery learning: importance of practical play experiences in becoming numerate; understanding properties of materials, concept development — schema eg connecting, enclosing, trajectory etc, mathematical language — big, small, long, short, more, less, up, down etc, matching, sorting, grouping, comparing, weight, capacity and measurement through play activities and experiences, counting in sequence; number line, 1–1 correspondence, concept of number, simple addition and subtraction using concrete materials (number rhymes and activities where children act out addition and subtraction processes), early number bonds, addition, subtraction, multiplication, division, time, money, fractions, percentages etc.

Learners should be able to demonstrate an understanding of theory and apply to practice:

Learners should have the opportunity explore, analyse and evaluate a range of psychological theories and research which influence childhood practice across a number of contexts. Suggested theories to cover, however this list is not exhaustive:

- ◆ Language — Chomsky, Skinner, Bruner, Brown
- ◆ Literacy and numeracy — Piaget, Vygotsky, Bruner, Bandura
- ◆ Any other relevant theory relating to the development of language, literacy and numeracy.

Higher National Unit Support Notes (cont)

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Learners will focus on the application of psychological theory to the processes of childhood practice.

Outcome 2

Describe the role of the adult in terms of the facilitation and the implementation of a range of strategies in the development of language, literacy and numeracy.

For the successful completion of this Outcome learners will need to be either in employment or have access to work placement. This Outcome will give learners the opportunity to see how theory is put into practice and begin to develop some of the strategies required to facilitate the development of language, literacy and numeracy. It is an important element of this Outcome that learner's reflect on and evaluate the strategies used. Learners may demonstrate this whilst gathering evidence for SVQ Units.

Learners will explore the unique role of home/family in the development of language, literacy and numeracy. May consider parentese (Trevarthen), early brain development (Zeedyk), relationships (Balbirnie).

Learners should be able to explore and demonstrate a range of strategies in the support of children and young people's development of language, literacy and numeracy. Suggested strategies (this list is not exhaustive): Modelling, scaffolding, more knowledgeable other, self directed play, reinforcement, questioning techniques, provision of relevant resources and experiences, extending conversational skills, partnership with parents, debating, critical thinking. These strategies could be facilitated through the use of a range of resources such as: storytelling, story/numeracy sacks, bookmaking, play, circle time, drama and role play, presentation (this list is not exhaustive).

Learners will also need to demonstrate the ability to evaluate strategies in the support of children and young people's development of language, literacy and numeracy in the workplace and draw informed conclusions as to their effectiveness.

Outcome 3

Evaluate resources that nurture language, literacy and numeracy development

Learners should explore resources that are currently used to nurture language, literacy and numeracy in their employment or work placement.

These could include some of the following (this list is not exhaustive):

Nursery rhymes, nonsense rhymes, songs, finger rhymes, action rhymes, rhyming stories
Number rhymes and songs — whole body involvement eg 5 Current Buns in the Baker Shop. (Children become actively involved in acting out the mathematical process)

Variety of books: fiction, reference, electronic, poetry and rhyme, different languages (in line with Scottish Government 1+2 initiative).

Other reading materials, eg comics, newspapers, magazines, recipes, catalogues and directories.

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The use of ICT in the promotion of language, literacy and numeracy skills including computer and computer skills, eg control of mouse, clicking and dragging, navigating through programmes, keyboard skills, Smartboards, laptops, tablets, appropriate computer programmes and websites (eg GLOW).

Learners will also need to demonstrate the ability to evaluate resources and reflect on their practice in the use of these in the support of children and young people's development of language, literacy and numeracy in the workplace and draw informed conclusions as to their effectiveness.

Learners may, in part, demonstrate this whilst gathering evidence for SVQ Units.

Guidance on approaches to delivery of this Unit

It is expected that there will be integration between this Unit and the mandatory Unit H8WM 34 *Lifespan Development: Theoretical Approaches* and and considerable integration with the SVQ Units. However, this can be undertaken as a standalone Unit for CPD. It is recommended that this Unit is delivered after the delivery of the mandatory H8WM 34 Unit *Lifespan Development: Theoretical Approaches* and simultaneously with the SVQ Units to facilitate integration of assessment.

It is recommended that this Unit is delivered through lecturers, group work, practical classroom activities, visits by professional and visits to appropriate childhood practice settings. There are a variety of media resources that can be used to support the delivery of this Unit.

Learners should be encouraged to undertake autonomous learning through research of current studies and strategies used to promote the development of language, literacy and numeracy.

It is essential that learners make reference to current and relevant legislation, policy and practice throughout. Learners should also be aware of Childhood Practice Standards (2007) for Managers/lead practitioners to facilitate progression within the sector.

Completion of the Group Award will enable progression to HND Childhood Practice, SVQ level 4 and employment at practitioner level. This will allow the learner to register with Scottish Social Services Council (SSSC).

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of instruments 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.

Higher National Unit Support Notes (cont)

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Outcome 1 may be assessed through 1 academic essay of 1500 words to evidence understanding of stages and theories to the development of language, literacy and numeracy in relation to practice. This assessment could either be undertaken under supervised condition, closed-book, or open-book in which case it should be fully referenced using a recognised Referencing System.

Outcome 2 may be assessed, in part, through practical experiences carried out in the workplace or simulated in classroom setting to demonstrate strategies which facilitate language, literacy and numeracy development, eg storytelling, bookmaking, number sacks. A 1500 word essay should assess remaining Evidence Requirements.

Outcome 3 may be assessed through a report of approximately 1500 words identifying, explaining and evaluating resources to facilitate language, literacy and numeracy development in children and young people.

In order to achieve this Unit, learners are required to present sufficient evidence that they have met all the Evidence Requirements for each Outcome.

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.

Higher National Unit Support Notes (cont)

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Opportunities for developing Core and other essential 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.

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

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Promoting Language, Literacy and Numeracy (SCQF level 7)

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 is designed to provide you with the skills and strategies necessary to facilitate children's development in language, literacy and numeracy.

Outcomes:

- 1 Develop knowledge and understanding of stages and theories relating to the acquisition involved in language, literacy and numeracy development.
- 2 Describe the role of the adult in terms of the facilitation and the implementation of a range of strategies in the development of language, literacy and numeracy.
- 3 Evaluate resources that nurture language, literacy and numeracy development.

You will become familiar with relevant terminology that is used to describe language, literacy and numeracy, and you will be able to demonstrate an understanding of stages, and theory and apply this to your practice: You will be given the opportunity to research, analyse and evaluate theories and be able to apply them to the processes of childhood practice.

You will have the opportunity to undertake a work placement if you are not already in employment, and this will facilitate your learning on how theory is put into practice.

In addition to providing you with underpinning knowledge in generic terms about the theory, support strategies and resources for children's and young people's language, literacy and numeracy development it will also give you the opportunity to observe and evaluate real life situations whilst on placement/employment. You will have the opportunity to reflect on these strategies and apply them to your practice, in line with SVQ requirements. In addition to this you will be able to explore strategies and resources of interest to help you understand the wider influences within this field.

The Unit starts off with an introduction to the concept of 'language, literacy and numeracy', stages of development followed by analysis and evaluation of theory which you will be expected to apply to practice.

This Unit is intended to introduce you to the importance of understanding the influence of primary socialisation, the role of the adult and strategies and resources which facilitate language, literacy and numeracy development. You will have the opportunity to explore ways of successfully facilitating language, literacy and numeracy through a range of strategies and resources for children and young people including additional support needs.

You will be given the opportunity develop the ability to evaluate strategies employed in the development of language, literacy and numeracy in the workplace and draw informed conclusions as to their effectiveness.

General information for learners (cont)

Unit title: Promoting Language, Literacy and Numeracy
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Assessments are as follows:

Outcome 1 may be assessed through 1 academic essay of 1500 words to evidence understanding of stages and theories to the development of language, literacy and numeracy in relation to practice. This assessment could either be undertaken under supervised condition, closed-book, or open-book in which case it should be fully referenced using a recognised Referencing System.

Outcome 2 may be assessed, in part, through practical experiences carried out in the workplace or simulated in classroom setting to demonstrate strategies which facilitate language, literacy and numeracy development, eg storytelling, bookmaking, number sacks. A 1500 word essay should assess remaining Evidence Requirements.

Outcome 3 may be assessed through a report of approximately 1500 words identifying, explaining and evaluating resources to facilitate language, literacy and numeracy development in children and young people.

In order to achieve this Unit, you are required to present sufficient evidence that you have met all the Evidence Requirements for each Outcome.

There are opportunities for you 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.

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

It is essential that you make reference to current and relevant legislation, policy and practice throughout this Unit. You should also be aware of Childhood Practice Standards (2007) for Managers/lead practitioners to facilitate progression within the sector.