



Higher
Course
Specification



Higher Childcare and Development Course Specification (C714 76)

Valid from August 2014

This edition: April 2014, version 2.0

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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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Course outline

Course title: Higher Childcare and Development

SCQF: level 6 (24 SCQF credit points)

Course code: C714 76

Mandatory Units

H4KL 76	Child Development (Higher)	6 SCQF credit points
H4KM 76	Child Development: Theory (Higher)	6 SCQF credit points
H4KN 76	Services for Children and Young People (Higher)	6 SCQF credit points

Course assessment **6 SCQF credit points**

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course. Further information on the Course assessment is provided in the Assessment section.

Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- ◆ National 5 Early Education and Childcare (Skills for Work) Course or relevant component Units
- ◆ Literacy Unit (National 5)

Progression

This Course or its Units may provide progression to:

- ◆ HNC Early Education and Childcare or related subjects at SCQF level 6 such as Higher Care
- ◆ further study, employment and/or training

Further details are provided in the Rationale section.

Equality and inclusion

This Course 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. For further information, please refer to the *Course Support Notes*.

Rationale

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

Relationship between the Course and Curriculum for Excellence values, purposes and principles

The Course meets Curriculum for Excellence values by enabling learners to understand child development and the roles and responsibilities of practitioners, other professionals and parents/carers in meeting the needs of children from pre-birth to 16.

Learners will engage in a range of tasks, including research and investigation, which will enable them to understand the role of the professional and others in promoting child-centred practice in a range of settings. This knowledge and these skills will be relevant for future experience in learning, life and work and will enhance the ability of learners to become responsible citizens.

Learners will have the opportunity to recognise that each child or young person has a unique blend of abilities and needs, and to understand the rights to which children and young people are entitled. They will understand that physical, emotional, mental and social wellbeing are inextricably linked and are essential for successful learning and development.

Learners will develop their thinking skills by evaluating and analysing theories that inform current childhood practice.

The insights gained from the Course will enable learners to progress confidently onto further study and will provide a basis from which to consider planning a career in childcare or other relevant professions.

Purpose and aims of the Course

The main purpose of the Course is to enable learners to understand child development from pre-birth to 16 and the roles and responsibilities of practitioners, other professionals, parents/carers and others in contributing to the development of children and young people. Learners will gain knowledge, understanding and skills that will help them to contribute to the development of children in personal and professional contexts.

Active learning and personalisation will be promoted by giving the learner opportunities to investigate a range of childcare issues and topics. Many activities will involve collaborative learning as learners work with others to discuss and present their ideas.

The main aims of the Course are to enable learners to:

- ◆ understand child development and factors that influence development from pre-birth to 16
- ◆ understand theories of development and the way these are applied to working with children and young people
- ◆ develop awareness of initiatives and/or strategies used to inform current childhood practice
- ◆ develop awareness of current services for children and young people
- ◆ understand the role and responsibilities of professionals and others in contributing to the development of children and young people
- ◆ develop skills of investigating, analysing, evaluating and presenting information

Information about typical learners who might do the Course

This Course will attract learners who have an interest in childcare and development. Life experience provides a good foundation for all learners who want to take this qualification.

The Course is also suitable as a progression from the National 5 Early Education and Childcare (Skills for Work) Course, NPA Playwork and Childcare, National 5 Care Course, Literacy Unit (National 5), Numeracy Unit (National 5) or equivalent qualifications.

Course structure and conditions of award

Course structure

This Course develops the skills of analysing, evaluating, and investigating as well as applying knowledge and understanding.

Each Unit of the Course helps the learner to develop skills and knowledge, which will be integrated and applied in the Course assessment.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

This Course has three mandatory Units.

Child Development (Higher)

In this Unit, learners will investigate child development from pre-birth to 16. They will develop an understanding of the holistic needs of children and young people and explore how these needs interrelate. Learners will evaluate methods for assessing the development of the child. The Unit provides learners with the opportunity to identify and analyse factors that influence child development.

Child Development: Theory (Higher)

In this Unit, learners will develop an understanding of theories of development and analyse these in relation to working with children and young people.

Services for Children and Young People (Higher)

In this Unit, learners will explore current services and the role of professionals and others working in partnership to support the development of children and young people. Learners will develop an understanding of the ways in which legislation influences professional working relationships, and will analyse initiatives and strategies used to inform current practice.

Flexibility within Units will offer the opportunity for personalisation, as the learner can choose (with guidance) which childcare issues and settings to investigate.

Conditions of award

To gain the award of the Course, the learner must pass all the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

Skills, knowledge and understanding

Further information on the assessment of the skills, knowledge and understanding for the Course is given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

The learner will develop the following skills, knowledge and understanding:

- ◆ explain child development
- ◆ analyse factors that influence development
- ◆ explain and evaluate theories of development
- ◆ investigate initiatives and/or strategies used to inform current childhood practice
- ◆ investigate current services that support children and young people
- ◆ analyse the role and responsibilities of professional and others in contributing to the development of children and young people
- ◆ investigate, analyse, evaluate and present information

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.sqa.org.uk/scqf).

Assessment

Information about assessment for the Course will be included in the *Course Assessment Specification*, which provides full details including advice on how a learner's overall attainment for the Course will be determined.

Unit assessment

All Units are internally assessed against the requirements shown in the *Unit Specification*.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

Child Development (Higher)

The learner will be required to provide evidence to show they can describe development in children and young people and evaluate methods of assessing development. They will also be required to show that they can identify and analyse influences on development.

Child Development: Theory (Higher)

The learner will be required to provide evidence to show they can explain and evaluate the theories of development used to inform current childhood practice and analyse these in relation to working with children and young people.

Services for Children and Young People (Higher)

The learner will be required to provide evidence to show they can investigate current practice in a range of services, and explain the roles and responsibilities of professionals and others working in partnership to support the development of children and young people. They will analyse initiatives and/or strategies used to inform current practice and the influence of legislation on professional practice.

Course assessment

Courses from National 4 to Advanced Higher include assessment of [added value](#)¹. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Higher Childcare and Development Course, added value will focus on:

- ◆ breadth
- ◆ application

¹ Definitions can be found here: <http://www.sqa.org.uk/jargonbuster>

The learner will carry out a [project](#)² in which they investigate the needs of children or young people and the range of ways in which professionals and others can meet those needs. Learners will be able to choose from a variety of project briefs provided by SQA. They will respond to their chosen brief and produce a report on their findings. The learner will draw on and apply skills and knowledge learned throughout the Course. The project will be sufficiently open and flexible to allow for personalisation and choice.

Definitions can be found here: <http://www.sqa.org.uk/jargonbuster>

² See link above for definition.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

1 Literacy

1.2 Writing

1.3 Listening and talking

3 Health and wellbeing

3.5 Relationships

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

Administrative information

Published: April 2014, version 2.0

History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date
	2.0	<p>Page 3 — Minor amendments to clarify the Relationship between the Course and Curriculum for Excellence values, purposes and principles section.</p> <p>Page 4 — Minor amendments to clarify the Purpose and aims of Course section.</p> <p>Page 5 — Course structure and conditions of award and Course Assessment sections: skills developed through the Course and requirements of the Units clarified.</p> <p>Page 6 — List of Skills, knowledge and understanding: ‘initiatives and strategies’ changed to ‘initiatives and/or strategies’; ‘investigate current childhood practice and services’ changed to ‘investigate current services that support children and young people’; ‘plan and develop task management skills’ deleted; ‘apply knowledge and understanding to childhood practice’ deleted; ‘research, investigate, analyse, evaluate and present information’ changed to ‘investigate, analyse, evaluate and present information’.</p> <p>Pages 7 — Unit assessment section: requirements of the Units clarified.</p> <p>Page 8 — Course assessment section: requirements of the project clarified.</p>	Qualifications Development Manager	April 2014

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