

EARLY EDUCATION AND CHILDCARE
Higher

1st edition – published August 2005

National Course Specification

COURSE Early Education and Childcare (Higher)

COURSE CODE C215 12

COURSE STRUCTURE

This Course has 3 mandatory Units:

DM3X 12	<i>Child Development: Birth to 12 Years (Higher)</i>	<i>1 credit (40 hours)</i>
DM3Y 12	<i>Developmental Theory in Early Education and Childcare (Higher)</i>	<i>1 credit (40 hours)</i>
DM40 12	<i>Holistic Approaches to Child Health (Higher)</i>	<i>1 credit (40 hours)</i>

All Courses include 40 hours over and above the 120 hours for the component Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for Course assessment.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, it would be beneficial if candidates had attained one of the following, or equivalent:

- ◆ Standard Grade at Credit level in any relevant subject
- ◆ Core Skill Communication at Intermediate 2 level
- ◆ A Course or Units in Care at Intermediate 2
- ◆ Courses or Units in any relevant subject at Intermediate 2
- ◆ Scottish Group Award in Care at Intermediate 2
- ◆ SVQ or SVQ Units at level 2 in a related subject.

It is acknowledged that there are a variety of prior learning experiences which are relevant to candidates wishing to undertake this Course. Candidates may have completed or are working towards completion of Units within the *National Certificate Group Award: Early Education and Childcare (Higher)*.

PROGRESSION

This Course or its Units may provide progression to:

- ◆ a Higher National programme in Early Education and Childcare
- ◆ part of the National Certificate Group Award: Early Education and Childcare
- ◆ Further or Higher Education Courses which include the study of related childcare subjects
- ◆ other training or employment.

Administrative Information

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National Course Specification (cont)

COURSE Early Education and Childcare (Higher)

CORE SKILLS

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

CREDIT VALUE

The Higher Course in Early Education and Childcare is allocated 24 SCQF* credit points at SCQF level 6.

SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Higher)

RATIONALE

The Early Education and Childcare sector is a growth industry across Scotland. There exists within the sector a wide range of employment opportunities at a variety of levels. In 2006 the Scottish Social Services Council (SSSC) will begin mandatory registration of all people working with children aged 0-12 years in Scotland. The SSSC is charged with ensuring that the sector is served by a confident, competent workforce. There is a growing awareness from all parts of the sector that candidates need to be set an academic challenge if they are to progress onto HNC level. This Course also provides a theoretical background to those candidates who may wish to progress onto other Higher Education Courses which are related to the care, learning and development of children, for example teacher training.

The Higher Course in Early Education and Childcare relates to the care, learning and development of children aged 0-12 years. It is concerned with the holistic study of the child in early education and childcare settings. This includes the domestic setting and all environments whose practice is guided by legislation, policy and professional ethics. This Course forms part of the National Certificate Group Award: Early Education and Childcare. The Units of this Course form part of the mandatory section of the National Certificate Group Award and the Course assessment is optional within the Group Award.

The Course provides opportunities for candidates to:

- ◆ acquire specialist knowledge and understanding required to contribute to the care, learning and development of children aged 0-12 years
- ◆ develop the ability to apply knowledge to a range of early education and childcare environments
- ◆ develop the ability to analyse and evaluate within the early education and childcare setting.

The Course will form an important part of the national provision, both for those who have identified the field of early education and childcare as their chosen career path and also for any candidates following a programme of study at Higher level who may wish to extend their educational experience. The knowledge acquired in the areas of child development, developmental theory and holistic approaches to child health may be transferable to other academic or career pathways, particularly those which involve working with children.

AIMS

The aims of this Course are to:

- ◆ facilitate candidates' understanding of the interrelationship between Course Units and provide an insight into the wide range of factors which might impact upon a child's health and development
- ◆ increase candidates' awareness of the need to view health and development holistically
- ◆ increase candidates' awareness of the cultural diversity in our society and its impact on the health and development needs of children
- ◆ enable candidates to draw on the Outcomes of the Course Units to inform and enhance their understanding of what can be considered as effective early education and childcare provision
- ◆ increase candidates' awareness of the role and range of professionals and agencies contributing to the development and health of children aged 0- 12 years
- ◆ raise candidates' awareness of the factors influencing their perceptions of health and accepted development
- ◆ increase candidates' awareness of the theoretical base on which the study of child development is built.

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Higher)

COURSE CONTENT

This Course has 3 mandatory Units *Child Development: Birth to 12 Years*; *Developmental Theory in Early Education and Childcare* and *Holistic Approaches to Child Health*. Although the content of each Unit does not presuppose knowledge acquired in the other Units, there are significant opportunities to integrate both knowledge and skills while studying the Course. Whenever an opportunity to integrate knowledge and skills across the Units arises, candidates should be made aware of this and encouraged to maximise this potential. Detailed guidance on opportunities for integration and development can be found in the section *Approaches to Learning and Teaching* in this Course specification.

A summary of the content of each Unit appears below:

Child Development: Birth to 12 Years (Higher)

Candidates will gain an understanding of:

- ◆ fundamental concepts of growth and development in children, including those for whom additional support is required
- ◆ the inter-relationship between all aspects of children's development
- ◆ significant influences on children's development
- ◆ positive and negative effects of influences on children's development
- ◆ the impact of culture on children's development.

At the outset it is important to be clear about definitions. Studying children's growth and development is a holistic process, yet the two aspects can also be examined apart.

Developmental Theory in Early Education and Childcare (Higher)

Candidates will gain knowledge and understanding of:

- ◆ the methods used by psychologists and educationalists for studying children's growth and development
- ◆ significant and relevant theories of child development covering the following strands of development, including those children for whom additional support is required - emotional, personal and social; cognitive; linguistic
- ◆ evaluating the use of developmental theories in relation to an identified aspect of the development of children aged 0-12 years.

Holistic Approaches to Child Health (Higher)

Candidates will gain knowledge and understanding of:

- ◆ the theoretical approaches to basic health needs – Maslow, Mia Kellmer Pringle, Jennie Lindon
- ◆ the basic health needs in children including physical, cognitive, social and emotional health needs and the benefits of meeting these needs
- ◆ ways of ensuring health needs are being met – medical check-up, screening, immunisation
- ◆ the role and responsibilities of an early education and childcare worker in recognising signs of illness in a child
- ◆ statutory and voluntary agencies contributing to the promotion of child health
- ◆ the role of professionals in promoting child health
- ◆ positive and negative aspects of family, socio-economic, cultural and environmental factors on the health of children
- ◆ impact of social trends on the health of children.

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Higher)

All of the above Course content will be subject to sampling in the Course assessment. The Higher Early Education and Childcare Course covers the development and health needs of children from 0-12 years. It is concerned with the holistic study of children in early education and childcare settings. This study is facilitated by delivering the Course in an integrated manner. The following information may be useful when considering integrating delivery or assessment of the three Units.

When the physical growth and development of children aged 0-12 years is being studied, the physical health needs of children could be covered. Similarly the emotional, social and cognitive health needs of young children could be studied alongside considering the development of these areas.

ASSESSMENT

To gain the award of the Early Education and Childcare (Higher) Course, candidates must pass all the Units and the Course assessment. The candidate's grade is based on the Course assessment.

Assessment objectives

The aim of both Unit and Course assessment is to allow candidates to demonstrate competence in the following areas:

Knowledge and understanding of:

- ◆ the development of children aged 0-12 years
- ◆ the main influences on children's development
- ◆ the basic health needs of children from 0-12 years
- ◆ the contribution of agencies, professionals and carers in maintaining and promoting child health
- ◆ a theoretical approach to the study of growth, development and behaviour of children 0-12 years
- ◆ theories of emotional, personal and social development in children 0-12 years
- ◆ theories of cognitive development in children 0-12 years
- ◆ theories of linguistic development in children 0-12 years

The skills of analysis and evaluation with reference to:

- ◆ the effects of the main influencing factors on the development of children
- ◆ the main influencing factors which affect the health of children
- ◆ the viewpoints of a range of developmental theorists
- ◆ relating actual development of the child to the views of developmental theorists.

Allocation of Marks:

A summary of the relative weighting of marks in assessment appears below:

<i>Type of Assessment</i>	<i>Knowledge and Understanding</i>	<i>Analysis and Evaluation</i>
Unit Assessment	60% of the marks available	40% of the marks available
Course Assessment	50% of the marks available	50% of the marks available

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Higher)

Unit assessment

Satisfactory evidence of the attainment of all Outcomes and Performance Criteria for each Unit is in the form of written and/or recorded oral responses to structured questions. To maintain reliability and credibility, assessment evidence is produced under supervision, ensuring that it is the candidate's own work. The evidence for each Unit is produced in a closed-book test with a time limit of one hour.

Further details about Unit assessment for this Course can be found in the NAB materials and in the Unit Specifications.

When Units are taken as part of a Course, candidates will have opportunities to achieve at levels beyond that required to attain each of the Unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards Course estimates, and to provide evidence for appeals.

Course assessment

Attainment in the Course is assessed through an individual candidate's performance in the Course assessment. Course assessment will be through two Question Papers with a total duration of 2 hours 40 minutes, and will have 100 marks available. Further details of the Course assessment are given in the Course Assessment Specification and in the Specimen Question Paper.

When completing the Course assessment candidates have the opportunity to demonstrate the greater level of attainment appropriate for a Course award by:

- ◆ demonstrating the ability to answer questions relating to all Units on a single occasion
- ◆ demonstrating the long-term retention of knowledge and skills
- ◆ demonstrating a greater depth and breadth of knowledge and understanding
- ◆ answering questions in which the more complex skills of analysis and evaluation attract a higher proportion of the marks available than those in Unit assessment
- ◆ applying and adapting the skills of analysis and evaluation in a variety of contexts
- ◆ demonstrating the ability to integrate knowledge and skills across the Units
- ◆ apply knowledge and skills in more challenging ways, for example, in less familiar contexts.

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Higher)

GRADE DESCRIPTIONS AT A AND C

The candidate's grade will be based on the total score obtained from the Course assessment.

The descriptions below indicate the nature of achievement required for an award at Grade A and C in the Course.

Grade A	Grade C
<p>Demonstrate a detailed understanding of the reasons and methods for studying development in children in an accurate and well-structured way.</p>	<p>Demonstrate an understanding of the reasons and methods for studying development in children.</p>
<p>Demonstrate an in depth understanding of the basic health needs of children and the ways in which they are met, in an accurate and well-presented way.</p>	<p>Demonstrate an understanding of the basic health needs of children and the ways in which they are met. This is clearly described and largely accurate.</p>
<p>Demonstrate a knowledge and understanding of the complexity of concepts and theories related to child development. These are demonstrated in a clear and well-structured manner.</p>	<p>Demonstrate a knowledge and understanding of concepts and theories at a basic level. These are clearly described and largely accurate.</p>
<p>Select and apply detailed knowledge and understanding of concepts and theories to describe and explain the development and health needs of children. The description is clear, accurate and presented in a well-structured manner.</p>	<p>Select and apply knowledge and understanding of concepts and theories to describe and explain the development and health needs of children. The description is clear and largely accurate.</p>
<p>Provide a detailed evaluation of the use of developmental theories in the study of development of children. The candidate is able to clearly relate theory to the actual development of the child in a well-structured way.</p>	<p>Provide an evaluation of the use of developmental theories in the study of development of children. The candidate is able to relate some theory to the actual development of the child.</p>
<p>Provide a detailed evaluation of the main influencing factors which affect the health of children. The candidate can clearly relate the factors to the actual health needs of children. The information presented is clear, accurate and presented in a well-structured manner.</p>	<p>Provide an evaluation of the main influencing factors which affect the health of children. The information presented is mainly clear and largely accurate.</p>
<p>Demonstrate a detailed understanding of the role of the professional in promoting child health. The role of the adult is clearly described and the complexity of their role accurately explained.</p>	<p>Demonstrate an understanding of the role of the professional in promoting child health. The role of the adult is clear and largely accurate.</p>

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Higher)

ESTIMATES AND APPEALS

Estimates

In preparing estimates, evidence must take account of performance across the Course and must be judged against the Grade Descriptions. Further advice on the preparation of estimates is given in the Course Assessment Specification.

Appeals

Assessment items used to support an appeal should contain all of the following:

- ◆ evidence of long-term retention of knowledge and skills
- ◆ evidence which samples across all Units
- ◆ evidence of the ability to perform more complex tasks than those demanded for Unit assessment
- ◆ evidence of the ability to apply and adapt the skills of analysis and evaluation in a variety of contexts
- ◆ a clear indication that all the above evidence has been gathered under controlled conditions.

Many centres may choose to hold a preliminary exam which conforms to the advice given in the Course Assessment Specification. Evidence generated from such a prelim will be of great value when considering appeals. Where a centre does not hold a prelim, the evidence submitted must clearly meet the requirements given above and must conform to the guidelines given in the Course Assessment Specification and clearly show a level of attainment in line with the Grade Descriptions for the Course.

Individual NAB items, or their equivalent, do not provide sufficient evidence for estimates and appeals on their own. This is because they:

- ◆ only sample across the content of one Unit
- ◆ do not attract the same proportion of marks for the more complex skills of analysis and evaluation
- ◆ do not require candidates to sample across all Course content on a single occasion.

However, evidence gathered from Unit assessment items may contribute to an appeal if this clearly shows a level of attainment in line with elements of the Grade Descriptions for the Course.

Marking schemes which refer to the Grade Descriptions should be included with all evidence submitted in support of an appeal.

Quality Assurance

All National Courses are subject to external marking and/or moderation. External markers, visiting examiners and moderators are trained by SQA to apply national standards.

The Units of all Courses are subject to internal moderation and may also be chosen for external moderation. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Marking is undertaken by trained markers. Markers' meetings and central marking ensure that a consistent standard is applied. The work of all markers is supported throughout and subject to scrutiny by the Principal Assessor.

To assist centres, Principal Assessor and Senior Moderator reports are published on the SQA's website www.sqa.org.uk.

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Higher)

APPROACHES TO LEARNING AND TEACHING

This Course and its Units are at SCQF level 6. Teachers/lecturers should be aware of the content and structure of this level prior to delivering this Course. This will give a clear indication of the level of content, assessment and delivery.

In delivering the Course, it is important that staff ensure that there is a balance between teacher/lecturer presentation and experiential learning. An important aim in delivering the Course is to help candidates become independent thinkers, reflective analysts who are able to question and challenge but are equally able to substantiate their own views.

The Course at Higher level can be taught using a variety of teaching methods, which, as indicated, includes experiential learning. Where appropriate, candidates should be helped to draw on previous learning and their own experience. Candidates can be helped to:

- ◆ generate ideas, and explore concepts and theories, by means of creative thinking, small group exercise, group discussion, case studies, worksheets, individual research, videos and lectures
- ◆ apply knowledge and understanding to given case studies and situations within early education and childcare settings. For example, by using stimulus video material as a basis for group work and discussion
- ◆ develop skills in analysing and evaluating the use of theories to help an understanding of the development and behaviour of children by means of individual research, case studies and candidate presentations
- ◆ develop skills in effective communication and working as part of a team by means of group presentations, for example by carrying out research in small groups on particular aspects and theories of development and sharing this information with the whole group
- ◆ develop skills in accessing information from a variety of organisations and media sources. For example, by using the Internet to find out about socio-economic trends and their effects on children, or by contacting their local Health Promotion Centres to find out about local initiatives and agencies which promote child health.

The understanding of theoretical concepts is likely to be developed by means of clear teacher/lecturer presentations in conjunction with questions and discussion. Candidates' understanding of the development and health needs of children can be further enhanced by the use of articles, journals and visiting speakers.

Candidates should be helped to gain an appreciation of the need for those employed in early education and childcare to keep their knowledge and skills up-to-date and in line with current theoretical approaches and methods.

Candidates should be helped to develop appropriate values, based on the principles of good practice, in which the rights, dignity, privacy and beliefs of others are respected. It is also important that candidates develop an awareness of the cultural diversity in our society and its impact on the development, and health needs of children. It is important that child development is not viewed from a purely ethnocentric perspective. Candidates should also develop an awareness of the needs of children for whom additional support is required.

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Higher)

The Order of Delivery of Units

To allow candidates to maximize opportunities for the integration and development of knowledge and skills the preferred order for the delivery of Units is a matter which individual centres must decide for themselves. This will depend upon the number of staff members who are delivering the Course and the organisation of individual timetables. However, it is strongly recommended that the Unit: *Child Development: Birth to 12 Years* is studied at the beginning of the Course followed by, or simultaneously with *Holistic Approaches to Child Health*. These Units allows candidates to develop knowledge and skills which will be of great benefit when examining the theories and concepts of the *Developmental Theory in Early Education and Childcare* Unit.

Developing knowledge and understanding and the skills of analysis and evaluation

There are many ways to promote knowledge and understanding, and analysis and evaluation skills. Appropriate methods will, as mentioned above, depend on the prior experience of candidates, the range of candidates studying the Course and the resources available. A menu of possible activities appears below. This menu is not exhaustive, but reflects a variety of learning and teaching approaches:

- ◆ teacher/lecturer presentations of information
- ◆ teacher/lecturer led question and answer sessions
- ◆ individual study which is reinforced by structured questions
- ◆ individual/group/paired work which is focused on the retrieval of information
- ◆ feedback sessions from individual/group/paired work which involves recording information, opinions, conclusions and/or reasons
- ◆ multiple choice questions - these may be attempted individually, in pairs or in groups - they could be approached in the manner of a formative assessment, quiz, match-up or arranging under correct headings exercises
- ◆ true or false activities which require the individual/group/pair to give reasons for the choice of answer
- ◆ visits by external speakers which involve both presentation and feedback
- ◆ structured debates where candidates are required to propose or oppose a motion which may not be in agreement with their personal views
- ◆ additional exercises which are designed to reinforce or extend activities in the classroom or lecture theatre
- ◆ structured individual/group/paired study of appropriate theories
- ◆ attempting past paper questions individually or in groups/pairs
- ◆ feedback from Unit assessments which highlights the achievements and next steps for candidates.

Where two members of staff are delivering separate Units, care must be taken to adopt a common approach when developing the skills of analysis and evaluation. This will avoid confusion for candidates and maximize opportunities to develop and refine these skills in the variety of contexts available.

National Course Specification: Course details (cont)

COURSE Early Education and Childcare (Higher)

Assessment as an important learning and teaching opportunity

Unit assessment provides a clear indication of whether or not candidates have achieved the minimum standards required to pass an individual Unit. As such, Unit assessment is summative. However, for candidates who require reassessment and/or intend to attempt the Course assessment, all assessment has a formative value.

In order to make maximum use of assessment, teachers and lecturers need to provide meaningful feedback on all items of internal and end-of-topic assessments. This feedback should highlight areas where candidates have performed well. It should also highlight areas where candidates need additional development. Homework exercises should also be commented on. Feedback should be elicited after all classroom activities and summing-up comments should be made by the teacher or lecturer. The nature of such feedback will depend on the prior experience of candidates, the range of candidates and the resources available.

Use of the additional 40 hours

This may be used:

- ◆ to provide an introduction to the Course and the assessment methods
- ◆ for additional support
- ◆ for consolidation and integration of learning
- ◆ to practise applying knowledge and understanding and evaluating theories and concepts
- ◆ to prepare for Course assessment.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Course Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

EARLY EDUCATION AND CHILDCARE IN A BROADER CONTEXT

A number of national initiatives and programmes promote themes that are important to contemporary society such as citizenship and enterprise. These themes contribute to individual subjects and Courses by making connections beyond the subject boundaries and enrich the learning experience of candidates. Similarly, the specialist knowledge and skills developed through study of a particular subject contributes to the understanding of these themes.

The National Improvement Framework, specifically the National Priorities and their outcomes are important general reference points. A local authority's education improvement objectives are the reflection of these priorities and outcomes. These provide an important set of detailed reference points for school and departmental development planning.

Careful consideration should also be given to recording and reporting the achievements of the cross-curricular experiences of young people.

National Unit Specification: general information

UNIT	Child Development: Birth to 12 Years (Higher)
CODE	DM3X 12
COURSE	Early Education and Childcare (Higher)

SUMMARY

This Unit is designed to develop candidates' knowledge and understanding of children's development from birth to age 12 years at support worker level. The candidate will gain knowledge and understanding of children's development and of the main influences that affect their developmental progress.

This Unit is a mandatory Unit in the National Certificate Group Award: Early Education and Childcare and is also a mandatory Unit in the Course Early Education and Childcare (Higher). It is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who wish to gain employment in the childcare and education sector at support worker level or to progress to higher early education and childcare qualifications.

OUTCOMES

1. Describe the development of children from 0-12 years.
2. Explain the main influences on children's development.
3. Evaluate the impact of influencing factors on the development of children.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally benefit from having attained one of the following, or equivalent:

- ◆ Standard Grade at Credit level in any relevant subject
- ◆ Core Skill Communication at Intermediate 2 level
- ◆ A Course or Units in Care at Intermediate 2
- ◆ Courses or Units in any relevant subject at Intermediate 2
- ◆ Scottish Group Award in Care at Intermediate 2
- ◆ SVQ or SVQ Units at level 2 in a related subject.

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National Unit Specification: general information (cont)

UNIT Child Development: Birth to 12 Years (Higher)

CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*)

**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 is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Child Development: Birth to 12 Years (Higher)

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 the Scottish Qualifications Authority.

OUTCOME 1

Describe the development of children from 0-12 years.

Performance criteria

- a) Describe the features and principles of growth and physical development of children.
- b) Describe the emotional, personal and social development of children.
- c) Describe the cognitive development of children.
- d) Describe the linguistic development of children.

OUTCOME 2

Explain the main influences on children's development.

Performance criteria

- a) Explain the main influences on a child's growth and physical development.
- b) Explain the main influences on a child's emotional, personal and social development.
- c) Explain the main influences on a child's cognitive development.
- d) Explain the main influences on a child's linguistic development.

OUTCOME 3

Evaluate the impact of influencing factors on the development of children.

Performance criteria

- a) Analyse the impact of influences on a child's growth and physical development.
- b) Analyse the impact of influences on a child's emotional, personal and social development.
- c) Analyse the impact of influences on a child's cognitive development.
- d) Analyse the impact of influences on a child's linguistic development.

EVIDENCE REQUIREMENTS FOR THE UNIT

Written and/or recorded oral evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria. The evidence for this Unit should be obtained under controlled, supervised conditions and assessment should last no more than one hour. A single question paper with both extended and restricted response questions, such as illustrated in the National Assessment Bank item for this Unit, could be used. This should normally be administered on the completion of the Unit. Achievement can be decided by the use of a cut-off score.

Specific Requirements

Outcome 1:

- ◆ **two** aspects of development must be covered as specified in the performance criteria
- ◆ **three** developmental/childhood stages as specified in the Appendix must be covered.

Outcomes 2 and Outcome 3 should be integrated:

- ◆ **two** aspects of development, different from those selected for Outcome 1, must be covered
- ◆ **six** influences, both positive and negative, as specified in the Appendix must be covered.

National Unit Specification: support notes

UNIT Child Development: Birth to 12 Years (Higher)

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

Candidates will gain an understanding of:

- ◆ fundamental concepts of growth and development in children, including those for whom additional support is required
- ◆ the inter-relationship between all aspects of children's development
- ◆ significant influences on children's development
- ◆ positive and negative effects of influences on children's development
- ◆ the impact of culture on children's development.

At the outset it is important to be clear about definitions. Studying children's growth and development is a holistic process, yet the two aspects can also be examined apart.

Growth: "Growth refers to an increase in physical size, and can be measured by height (length), weight and head circumference".

Bruce, T and Meggitt, C. (1996) *Child Care and Education*. London: Hodder and Stoughton

Development: "Development is concerned with the possession of skills. Physical development proceeds in a set order, with simple behaviours occurring before more complex skills – for example a child will sit before he or she stands".

Bruce, T and Meggitt, C. (1996) *Child Care and Education*. London: Hodder and Stoughton

Development also includes the acquisition of cognitive, social and emotional skills.

Candidates should consider why it is important to look at all aspects of growth and development and how this study helps to inform a holistic approach to childcare and education, including children for whom additional support is required.

Throughout the study of the influences on aspects of development, particular focus should be made on the impact of the cultural background of children and their families. Cultural background considerations include:

- ◆ family size
- ◆ family type - lone parent, nuclear, reconstituted, extended
- ◆ religion
- ◆ family lifestyle
- ◆ ethnic origin.

National Unit Specification: support notes (cont)

UNIT Child Development: Birth to 12 Years (Higher)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this Unit there should be a balance between teacher/lecturer presentation and candidate-centred learning. This can be taught using a variety of methods, such as:

- ◆ small group exercises
- ◆ group discussion
- ◆ case studies
- ◆ worksheets
- ◆ individual research
- ◆ videos
- ◆ lectures
- ◆ use of ICT such as searching appropriate and relevant websites.

Outcome 1

For physical development, much use can be made of video materials showing an overview of the child's developmental progress – studying the physical development of children at various stages and highlighting factors which affect it. It is important that candidates can demonstrate knowledge and understanding of the sequence of physical developmental progress in children and the expected stages reached at different ages.

Candidates should be able to demonstrate knowledge and understanding of the sequence of emotional, personal and social developmental progress in children and the expected stages reached at different ages. Video materials are useful in demonstrating stages of emotional, personal and social development and influencing factors.

Video material is also useful to demonstrate stages of cognitive development. Candidates should be able to demonstrate knowledge and understanding of the sequence of cognitive developmental progress in children and the expected stages reached at different ages.

It could be useful for candidates to focus on language transcripts of children at various stages, looking at these in groups and highlighting common grammatical errors, for instance, 'I digged the garden'. Using these examples, candidates could discuss the progress of language acquisition. Candidates should be able to demonstrate knowledge and understanding of the sequence of language developmental progress in children and the expected stages reached at different ages.

Candidates should be able to demonstrate awareness of the inter-relationship between all aspects of development when considering influences on each aspect of development.

Outcomes 2 and 3

These two Outcomes integrate well. Candidates should be able to demonstrate knowledge and understanding of the main influences on children's development and their effects. Positive and negative effects of individual influences should be explored. Candidates should be encouraged to develop a balanced approach to the evaluation of influences on children's development.

National Unit Specification: support notes (cont)

UNIT Child Development: Birth to 12 Years (Higher)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit is specified in the Evidence Requirements section of the Statement of Standards of this specification. The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard. Assessment should always be carried out under supervision. Assessment time allocated for this Unit should not exceed 1 hour. Integration of assessments across outcomes should be used where this is considered appropriate.

An integrated approach to assessment could be taken with other Units for example *Developmental Theory in Early Education and Childcare (Higher)* and *Holistic Approaches to Child Health (Higher)*.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

National Unit Specification: Appendix to the Statement of Standards

UNIT Child Development: Birth to 12 Years (Higher)

NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit

Outcome 1

The age range birth-12 years should be divided into the following developmental/childhood stages:

- ◆ birth – 3 years
- ◆ 3 – 5 years
- ◆ 5 – 8 years
- ◆ 8 –12 years.

Outcome 1 focuses on children's developmental progress from birth to 12 years.

The concepts for consideration in relation to growth and physical development include:

- ◆ the newborn child - posture, reflexes
- ◆ patterns or sequences of physical development such as ossification beginning with the skull down the body through the spine (cephalocaudal) and from the spine towards first the arms and legs and then the hands and feet (proximodistal)
- ◆ cephalocaudal and proximodistal principles in relation to development of physical skills, eg head control precedes sitting unsupported, palmar grasp precedes pincer grip
- ◆ changes in physical proportions from birth to 12 years
- ◆ development of fine and gross motor skills
- ◆ continuous development or stages of development
- ◆ developmental milestones
- ◆ onset of puberty.

For emotional, personal and social development, stages to consider include:

- ◆ parent/infant relationship - turn-taking, eye contact
- ◆ infant interaction with others
- ◆ infant fear of strangers
- ◆ development of personality
- ◆ toddler tantrums
- ◆ growing independence
- ◆ recognition of ownership of belongings/ability to share
- ◆ protective of younger children
- ◆ co-operative and sympathetic
- ◆ making peer group friends
- ◆ joining groups/clubs
- ◆ team games - team responsibility.

For cognitive development, stages to consider include:

- ◆ recognition of and response to familiar routines - bathtime, food preparation
- ◆ concept of object permanence
- ◆ obeying simple commands
- ◆ matching colours
- ◆ naming colours correctly
- ◆ counting with understanding
- ◆ reading fluently
- ◆ writing fluently
- ◆ developing concept of time
- ◆ using reasoning to problem solve

National Unit Specification: Appendix to the Statement of Standards (cont)

UNIT Child Development: Birth to 12 Years (Higher)

- ◆ developing sense of 'right' and 'wrong'
- ◆ studying a variety of school subjects in depth
- ◆ questioning family's views/lifestyles.

For linguistic development, stages to consider include:

- ◆ crying
- ◆ cooing
- ◆ taking conversational turns
- ◆ making eye contact and copying mouth movements
- ◆ vocalising
- ◆ tuneful babble - gaga, dada, mumum
- ◆ conversational jargon
- ◆ single words with meaning - Daddy, Mummy, cat, ball
- ◆ two or three word sentences - Mummy work, Daddy go car
- ◆ conversing in sentences though makes grammatical mistakes
- ◆ conversing fluently
- ◆ debating/arguing/reasoning.

Outcome 2 focuses on the main influences on children's development

Outcome 3 evaluates the main influences which affect the development of children

Positive and negative influences on children's physical growth and development include:

- ◆ ante-natal care
- ◆ birth circumstances - prematurity, multiple birth
- ◆ the nature/nurture debate
- ◆ interaction of nature and nurture
- ◆ genetics - hereditary conditions, chromosomal abnormalities
- ◆ health
- ◆ illness - short-term, long-term
- ◆ nutrition - breast-fed or bottle-fed, diet
- ◆ exercise, rest and sleep
- ◆ hormones
- ◆ environmental influences
- ◆ cultural background
- ◆ inter-relationship of all aspects of development.

Evaluation of the main influences should include a balanced consideration of both positive and negative effects on children's growth and physical development. Many of the above influences may be positive or negative and life circumstances may alter the effects to either assist or impede developmental progress. Long and short-term effects should also be considered and the effects of intervention.

Positive and negative influences on children's emotional, personal and social development include:

- ◆ parenting styles – authoritative/democratic, authoritative/autocratic, laissez-faire/permissive, neglecting
- ◆ the nature/nurture debate
- ◆ interaction of nature and nurture
- ◆ peer group pressure

National Unit Specification: Appendix to the Statement of Standards (cont)

UNIT Child Development: Birth to 12 Years (Higher)

- ◆ position in family
- ◆ life events – moving house/school, bereavement, birth of sibling
- ◆ social influences – family expectations/lifestyles, gender stereotyping
- ◆ bonding
- ◆ siblings
- ◆ gender – expectations, stereotypes, developmental differences
- ◆ conditional/unconditional positive regard
- ◆ culture – child-rearing practices, gender expectations.
- ◆ inter-relationship of all aspects of development.

Evaluation of the main influences should include a balanced consideration of both positive and negative effects on children's emotional, personal and social development. Many of the above influences may be positive or negative and life circumstances may alter the effects to either assist or impede developmental progress. Long and short-term effects should also be considered and the effects of intervention.

Positive and negative influences on children's cognitive development include:

- ◆ the nature/nurture debate
- ◆ interaction of nature and nurture
- ◆ genetics, heredity
- ◆ pre-school provision such as nursery school, attendance at playgroup, childminder
- ◆ school ethos, environment
- ◆ stimulation
- ◆ parenting styles, attitude to school and learning
- ◆ experiences at home/in school
- ◆ medical conditions
- ◆ culture and/or gender expectations/differentiation
- ◆ inter-relationship of all aspects of development.

Evaluation of the main influences should include a balanced consideration of both positive and negative effects on children's cognitive development. Many of the above influences may be positive or negative and life circumstances may alter the effects to either assist or impede developmental progress. Long and short term effects should also be considered and the effects of intervention.

Positive and negative influences on children's linguistic development include:

- ◆ parental involvement and interaction
- ◆ experiences to extend and expand vocabulary
- ◆ siblings – positive effects learning from siblings; negative effects allowing siblings to do all the talking
- ◆ physical development – mouth, tongue, teeth; prolonged use of feeding bottles and dummies
- ◆ emotional development – self-confidence, self-esteem
- ◆ cognitive development- vocabulary, self-expression
- ◆ education – environment, teaching styles, ethos
- ◆ culture – family expectations, gender stereotypes
- ◆ bi-lingualism
- ◆ home language different from language in community

National Unit Specification: Appendix to the Statement of Standards (cont)

UNIT Child Development: Birth to 12 Years (Higher)

- ◆ learning through a different language from language in home
- ◆ inter-relationship of all aspects of development

Evaluation of the main influences should include a balanced consideration of both positive and negative effects on children's linguistic development. Many of the above influences may be positive or negative and life circumstances may alter the effects to either assist or impede developmental progress. Long- and short-term effects should also be considered and the effects of intervention.

National Unit Specification: general information

UNIT Developmental Theory in Early Education and Childcare (Higher)

CODE DM3Y 12

COURSE Early Education and Childcare (Higher)

SUMMARY

This Unit is designed to develop candidates' knowledge and understanding of significant theories of child development from birth to age 12 years at support worker level. The candidate will gain knowledge and understanding of the impact of different developmental theories on early education and childcare and their influence on practice in early education and childcare settings.

This Unit is a mandatory Unit in the National Certificate Group Award: Early Education and Childcare and is also a mandatory Unit in the Early Education and Childcare Higher. It is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who wish to gain employment in the childcare and education sector at support worker level or to progress onto higher early education and childcare qualifications.

OUTCOMES

- 1 Evaluate methods for studying development in children aged 0-12 years.
- 2 Demonstrate knowledge and understanding of theories relating to child development aged 0-12 years.
- 3 Relate theories of child development to practice in early education and childcare settings.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally benefit from having attained one of the following, or equivalent:

- ◆ Standard Grade at Credit level in any relevant subject
- ◆ Core Skill Communication at Intermediate 2 level
- ◆ A Course or Units in Care at Intermediate 2
- ◆ Courses or Units in any relevant subject at Intermediate 2
- ◆ Scottish Group Award in Care at Intermediate 2
- ◆ SVQ or SVQ Units at level 2 in a related subject.

Administrative Information

Superclass: GA

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National Unit Specification: general information

UNIT Developmental Theory in Early Education and Childcare (Higher)

CREDIT VALUE

1 Credit at Higher. (6 SCQF credit points at SCQF Level 6*)

**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 is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Developmental Theory in Early Education and Childcare (Higher)

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 the Scottish Qualifications Authority.

OUTCOME 1

Evaluate methods for studying development in children aged 0 – 12 years.

Performance criteria

- a) Describe methods for studying child development.
- b) Explain the effectiveness of methods for studying child development.

OUTCOME 2

Demonstrate knowledge and understanding of theories relating to child development aged 0-12 years.

Performance criteria

- a) Describe significant theories of development in children.
- b) Explain significant theories of development in children in terms of research methods and criticisms.

OUTCOME 3

Relate theories of child development to practice in early education and childcare settings.

Performance criteria

- a) Describe current practice in early education and childcare settings in relation to theories of child development.
- b) Analyse the effectiveness of implementing theories of child development on current practice.

EVIDENCE REQUIREMENTS FOR THE UNIT

Written and/or recorded oral evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

The evidence for this Unit should be obtained under controlled, supervised conditions and assessment should last no more than one hour. A single question paper with both extended and restricted response questions, such as illustrated in the National Assessment Bank item for this Unit, could be used. This should be administered upon the completion of the Unit. Achievement can be decided by the use of a cut-off score.

Specific Requirements

Performance Criterion 1a) and b): **two** methods as specified in the Appendix must be covered.

Performance Criterion 2a): **six** theories in total must be covered as specified in the Appendix
Performance Criterion 2b): **explanation** must be in terms as specified in the Appendix.

Performance Criteria 3a) and b): **six** theories in total must be covered as specified in the Appendix.

National Unit Specification: support notes

UNIT Developmental Theory in Early Education and Childcare (Higher)

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

Candidates will gain an understanding of:

- ◆ the methods used by psychologists and educationalists for studying children's growth, development and behaviour
- ◆ significant and relevant theories of child development covering the following strands of development, including those for whom additional support is required:
 - emotional, personal and social
 - linguistic
 - cognitive
- ◆ the evaluation of developmental theories in relation to the development of children 0-12 years
- ◆ the application of theory to practice in early education and childcare settings
- ◆ the effectiveness of the implementation of developmental theory on early education and childcare practice.

Outcome 1

The candidate should focus on the methods used by psychologists and educationalists for studying children's development. Methods should be examined and evaluated.

Outcome 2

The work for Outcome 2 should focus on all aspects of development:

- ◆ emotional, personal and social development
- ◆ linguistic development
- ◆ cognitive development
- ◆ physical development.

These should all be examined in relation to theories of developmental progress and developmental stages. It is important to consider emerging theories and recently published research. Theorists and theories to be considered for Outcome 2 are given in the Appendix to the Statement of Standards of this Unit specification.

Outcome 3

The work for Outcome 3 should relate theories of child development to current practice in early education and childcare settings. It is important to consider emerging theories and recently published research. Candidates should critically analyse the effectiveness of applying theories of child development to the practice of early education and childcare.

National Unit Specification: support notes (cont)

UNIT Developmental Theory in Early Education and Childcare (Higher)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this Unit there should be a balance between teacher/lecturer exposition and candidate centred learning. This can be taught using a variety of methods, such as:

- ◆ small group exercises
- ◆ group discussion
- ◆ case studies
- ◆ worksheets
- ◆ individual research
- ◆ videos
- ◆ lectures
- ◆ Use of ICT such as searching appropriate and relevant websites.

Outcome 1

Video material of experiments with and observation and assessment of children is useful to demonstrate different methods used. Candidates should demonstrate knowledge and understanding of methods of studying and recording children's development and learning stages.

Outcome 2

Candidates should be able to demonstrate knowledge and understanding of a minimum of six developmental theories across emotional, personal and social, cognitive and linguistic aspects of child development. Video material is useful for demonstrating emotional, personal and social developmental theory and for illustrating cognitive theory. Candidates should also be able to demonstrate the ability to evaluate developmental theories. They should show some awareness of current research findings.

Outcome 3

Candidates should show their ability to relate theory to current practice in early education and childcare settings. They should demonstrate knowledge and understanding of how theories of child development have influenced the care and education of children and be able to evaluate the effectiveness of implementing the theories.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit is specified in the Evidence Requirements section of the Statement of Standards of this Unit specification. The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard. As indicated, question paper based assessment should be carried out under supervision. Integration of assessments across outcomes should be used where this is considered appropriate. Assessment should be carried out under supervision. An integrated approach to assessment could be taken with other Units for example *Child Development: Birth to 12 Years (Higher)* and *Holistic Approaches to Child Health (Higher)*.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

National Unit Specification: Appendix to the Statement of Standards

UNIT Developmental Theory in Early Education and Childcare (Higher)

NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit

Outcomes 1-3

The age range birth-12 years should be divided into the following developmental/childhood stages:

- ◆ birth to 3 years
- ◆ 3 to 5 years
- ◆ 5 to 8 years
- ◆ 8 to 12 years.

Outcome 1a – Methods:

- ◆ case studies
- ◆ surveys
- ◆ longitudinal studies
- ◆ experiments
- ◆ naturalistic observation
- ◆ structured descriptions.

Outcome 1b – Effectiveness in terms of:

- ◆ validity
- ◆ reliability
- ◆ ethical considerations.

Outcome 2a

The theories of the following six theorists to be studied. A basic knowledge and understanding of each theory in relation to early education and childcare is required:

- ◆ Bowlby – attachment and bonding; grief, separation and loss
- ◆ Rutter – successful later attachment; effects of conflict in the home
- ◆ Chomsky – Language Acquisition Device (LAD)
- ◆ Brown – telegraphic speech; five stages of sentence production
- ◆ Fischer – nature/nurture; optimal levels
- ◆ Piaget – sensori-motor, pre-operational, concrete operational and formal operational stages; assimilation, accommodation, equilibration; schemata

Outcome 2b Explanation in terms of:

- ◆ research methods
- ◆ criticisms.

Outcome 3

Theories of the following aspects of development to be related to current early education and childcare practice:

- ◆ emotional, personal and social
- ◆ linguistic
- ◆ cognitive.

National Unit Specification: general information

UNIT Holistic Approaches to Child Health (Higher)

CODE DM40 12

COURSE Early Education and Childcare (Higher)

SUMMARY

This Unit enables candidates to gain an understanding of the basic health needs of children from 0-12 years. Candidates will also examine the role of professionals, carers and agencies in the promotion of child health. They will also investigate influencing factors on the health of children. This Unit is a mandatory Unit in the National Certificate Group Award: Early Education and Childcare and is also a mandatory Unit in the Early Education and Childcare Higher. It is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who wish to gain employment, or may already be employed, in the childcare and education sector support working under supervision or to progress onto higher level early education and childcare qualifications.

OUTCOMES

- 1 Explain the basic health needs of children from 0-12 years.
- 2 Explain the contribution of agencies, professionals and carers in maintaining and promoting child health.
- 3 Evaluate the main influencing factors which affect the health of children.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally benefit from having some knowledge and understanding of the developmental needs of children 0-12 years. They would also benefit from having attained one of the following, or equivalent:

- ◆ Standard Grade at Credit level in any relevant subject
- ◆ Core Skill Communication at Intermediate 2 level
- ◆ A Course or Units in Care at Intermediate 2
- ◆ Courses or Units in any relevant subject at Intermediate 2
- ◆ Scottish Group Award in Care at Intermediate 2
- ◆ SVQ or SVQ Units at level 2 in a related subject.

Administrative Information

Superclass: PA

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National Unit Specification: general information (cont)

UNIT Holistic Approaches to Child Health (Higher)

CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*)

**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 is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Holistic Approaches to Child Health (Higher)

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 the Scottish Qualifications Authority.

OUTCOME 1

Explain the basic health needs of children from 0-12 years.

Performance criteria

- a) Describe the current theoretical approaches in relation to the basic health needs of children.
- b) Explain the basic health needs of children.
- c) Investigate a range of ways in which the basic health needs of children are met.

OUTCOME 2

Explain the contribution of agencies, professionals and carers in maintaining and promoting child health.

Performance criteria

- a) Explain the role and responsibilities of early education and childcare workers in recognising signs of illness in a child.
- b) Explain the contribution of a range of agencies to the promotion of child health.
- c) Explain how professionals and carers can contribute to the promotion of child health.

OUTCOME 3

Evaluate the main influencing factors which affect the health of children.

Performance criteria

- a) Describe how the family and socio-economic factors affect children's health.
- b) Explain environmental factors and their influence on children's health.
- c) Evaluate the impact of social trends on children's health.

EVIDENCE REQUIREMENTS FOR THE UNIT

Written and/or recorded oral evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

The evidence for this Unit should be obtained under controlled, supervised conditions and assessment should last no more than one hour. A single question paper based on a case study with both extended and restricted response questions, such as one that is illustrated in the National Assessment Bank item for this Unit, could be used. This assessment should be taken on the completion of the Unit. Achievement can be decided by the use of a cut-off score. Reassessment should follow using an alternative instrument of assessment.

National Unit Specification: support notes

UNIT Holistic Approaches to Child Health (Higher)

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, that is, the approximate anticipated time taken for a student to complete it, is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Candidates will gain an understanding of:

- ◆ theoretical approaches to basic health needs – Maslow, Mia Kellmer-Pringle, Jennie Lindon - basic health needs in children, including children for whom additional support is required, including physical, cognitive, social and emotional needs
- ◆ benefits of meeting children’s health needs and ways of ensuring health needs are being met – medical check ups, screening, immunisation, health education
- ◆ the role and responsibilities of early education and childcare workers in recognising signs of illness in children and in being aware of common allergies
- ◆ statutory and voluntary agencies contributing to the promotion of child health, including government initiatives, UNICEF Baby Friendly Initiative, the UN Convention on the Rights of the Child and the European Association for Children in Hospital Charter
- ◆ the role of agencies in the promotion of child health
- ◆ the role of professionals and carers in promoting child health
- ◆ positive and negative aspects of family, socio-economic, cultural and environmental factors on the health of children
- ◆ impact of social trends on the health of children.

Outcomes 1-3

It is important that the study of child health takes into account the needs of all children and that an inclusive, integrative approach to child health should be taken.

Outcome 2(a)

Early education and childcare workers play an important role in recognising the signs and symptoms of both minor and serious illness in children.

Awareness of current immunisation programmes for children include both measles and mumps with rubella as well as polio, whooping cough, tetanus, diphtheria, and meningitis.

Candidates should be aware that their role includes knowledge of the usual behaviour patterns, known allergies and pre-existing conditions in children in their care so that they are alert to changes which could signal the onset of illness. Early education and childcare workers are responsible for recognising the onset of illness in children in their care and deciding the course of action to take. They should know where to go for advice and assistance, such as contact numbers of parents, family doctors, health visitors and the nearest accident and emergency unit. Candidates should be able to recognise serious conditions with a sudden onset such as meningitis and also be able to respond to common childhood ailments and take appropriate action. For instance prolonged diarrhoea and/or vomiting in a young child can lead to severe dehydration which can be fatal. Older children may experiment with alcohol or illegal substances which also can be fatal.

In studying Performance Criteria (b) and (c) candidates should also gain awareness that the work carried out by agencies and professionals is determined by government policy and initiatives. Some discussion should take place in relation to current initiatives which have an influence on practice. Current controversial issues such as adverse reactions to childhood immunisations could also be explored.

National Unit Specification: support notes

UNIT Holistic Approaches to Child Health (Higher)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this Unit there should be a balance between teacher/lecturer presentation and experiential learning. The Unit can be delivered using a variety of methods such as case studies, group discussion, candidate presentations, visiting speakers and individual research. It is important that candidates appreciate the concept of holistic approaches to health. This could be approached by candidates examining their own perceptions of the meaning of health and a healthy lifestyle. It is also important that candidates appreciate that the promotion of health includes the recognition of, and appropriate responses to, illness.

The concepts of health needs could be delivered mainly by tutor explanation. Candidates could be encouraged to investigate by exploring the benefits of meeting the health needs of children, including those for whom additional support is required, in response to government initiatives through the health, social work and education services, NHS Health Scotland (formerly Health Education Board Scotland). Candidates could be encouraged to access information from media sources, health promotion shops, Citizen Advice Bureaux, voluntary and charitable services and the Internet. The Global (World Health Organisation), national and local perspectives could be presented by tutors. Appropriate guest speakers from a range of organisations could be invited eg Health Visitor, Playworker, a representative from Action for Sick Children (Scotland).

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment approach to be taken for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification. The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard. Assessment should be carried out under supervision. Assessment time allocated for this Unit should not exceed 1 hour.

An integrated approach to assessment could be taken with other Units for example, *Child Development: Birth to 12 years (Higher)* and *Developmental Theory in Early Education and Childcare (Higher)*

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

National Unit Specification: Appendix to the Statement of Standards

UNIT Holistic Approaches to Child Health (Higher)

NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit

Outcome 1

Current theoretical approaches:

- ◆ World Health Organisation's definition of health
- ◆ Maslow's hierarchy of need
- ◆ Mia Kellmer-Pringle's needs of children
- ◆ Jennie Lindon
- ◆ UN Convention on the Rights of the Child.

Basic health needs:

- ◆ nutritional diet
- ◆ adequate clothing
- ◆ shelter
- ◆ fresh air and exercise
- ◆ security and safety
- ◆ opportunities for play
- ◆ love and affection
- ◆ responsibility and choice
- ◆ independence
- ◆ new experiences.

Ways of meeting basic health needs:

- ◆ regular medical check ups
- ◆ oral health checks
- ◆ developmental screening
- ◆ immunisation - current immunisation programmes for children include measles, mumps and rubella, polio, whooping cough, tetanus, diphtheria and meningitis, tuberculosis
- ◆ access to health care
- ◆ risk assessment.

Outcome 2

Signs and symptoms:

- ◆ meningitis - fever, listlessness, headache, neck stiffness or pain, a rash of red or purple spots.
- ◆ chickenpox – red spots with white centres on trunk and limbs, general malaise
- ◆ measles – blotchy red rash on face spreading to body, fever, watery eyes, running nose
- ◆ mumps – swelling of jaw, fever, eating and drinking painful
- ◆ allergies such as those to nuts, dairy products, eggs, anaphylactic reaction
- ◆ pre-existing conditions such as epilepsy, cystic fibrosis, diabetes mellitus, asthma, eczema.

Statutory agencies:

- ◆ Scottish Executive
- ◆ NHS Health Scotland (formerly Health Education Board Scotland)
- ◆ NHS Primary Health Care Team
- ◆ School Health Service, including Dental care
- ◆ Social Work Department,
- ◆ Education Department
- ◆ Psychological Services
- ◆ Pre-School Assessment Team/Sure Start

National Unit Specification: Appendix to the Statement of Standards (cont)

UNIT Holistic Approaches to Child Health (Higher)

Voluntary agencies:

- ◆ Scottish Pre-School Play Association
- ◆ Children First
- ◆ Scottish Childminding Association
- ◆ Scottish Out of School Care Network
- ◆ Home Start
- ◆ Scottish Commissioner for Children and Young People

Professionals/carers:

- ◆ General Practitioner
- ◆ Social Worker
- ◆ Health Visitor
- ◆ Teacher
- ◆ School Nurse
- ◆ Dentist
- ◆ Dietician
- ◆ Psychologist – Educational, Clinical and Behavioural
- ◆ Speech and Language Therapist
- ◆ The role of family members and other carers such as childminders should be considered.

Outcome 3

Family factors:

- ◆ parenting styles
- ◆ size of family
- ◆ position of child in family
- ◆ family structure (single parent, nuclear, reconstituted).

Socio-economic factors:

- ◆ poverty/homelessness
- ◆ unemployment
- ◆ education
- ◆ cultural diversity
- ◆ social stratification
- ◆ peer group pressure.

Environmental factors:

- ◆ housing (rural, urban, new development)
- ◆ situation and accessibility of retail complexes/local shopping provision
- ◆ air, water, light, noise pollution
- ◆ accident prevention
- ◆ access to schooling and health care
- ◆ vandalism.

Social trends:

- ◆ health/wealth gap
- ◆ drug and alcohol misuse
- ◆ convenience foods
- ◆ teenage pregnancy
- ◆ family lifestyles including increase in male carers
- ◆ technological revolution (link to exercise, social isolation, home based entertainment, work patterns eg. call centres, home based working)
- ◆ offending
- ◆ family stress/work related stress.