

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 0096026 **-Session-1989-90**
-Superclass- GA

-Title- HUMAN DEVELOPMENT: 0 - PUBERTY

-DESCRIPTION-

Purpose This module is designed to develop the student's understanding of children's development. The module is suitable for students following a programme of modules related to the care and education of young children. The module may also be of interest to secondary school pupils, childminders, support workers in nursing, playgroup workers, parents, after school care workers and crèche workers.

Preferred Entry Level 76025 Human Development: Infancy to Old Age

Learning Outcomes The student should:

1. outline the pattern of normal development from conception to the age of puberty;
2. identify factors which may influence the development of children;
3. investigate the development of children 0 - puberty.

Content/ Context Corresponding to Learning Outcomes 1-3:

1. At a basic level only reference should be made to:
reproductive processes (including genetic factors)
structure of the human body and its systems
physical development
cognitive development including linguistic development
emotional development
social development

Different stages of development:

pre-natal - neo-natal
 1 month - 1 year
 1 year - 2.1/2 years
 2.1/2 years - 5 years
 5 years - 8 years
 8 years - 12 years

2. Positive and negative influences of a range of factors:

Human : love, security, encouragement, praise, stimulation, status within family, companionship, interaction with others.

Health: hygiene, diet, exercise, rest, genetic factors, physical health, mental health, parental health/habits.

Social: housing, neighbourhood, and access to new experiences,

Economic: safety, opportunities for play, space, family income.

3. Consideration of the aspects of development mentioned in Content/Context 1 in relation to children within each of the age ranges quoted.

Basic skills involved in child observation and recording of findings.

Suggested Learning and Teaching Approaches

In order to achieve Learning Outcome 3 it will be necessary for the student to have access to at least one child within the age range from infancy to puberty e.g. a sibling, neighbour, member of youth organisation.

In the selection of materials, students should be made aware of children with particular needs and cultural background.

Videos, slides, textbooks, handouts and other publications together with personal experience/observation can be used in group/class discussion to reinforce knowledge of the aspects and stages of development mentioned in Content/Context 1. It is important to recognise possible sensitivity in students if asked to share aspects of their home lives.

Discussion of the human, health and environmental factors can be enhanced by film, video, handouts, case studies, textbooks and personal experiences.

Students should be prepared in college for observation of children whether at home, in an organisation, on video tape or film.

Guidelines should be given to enable students to make meaningful observations and record these appropriately.

Presentation of short oral or written reports based on observation of children.

Assessment
Procedures

Acceptable performance in the module will be satisfactory achievement of all the performance criteria specified for each Learning Outcome.

The following abbreviations are used below:

- LO Learning Outcome
- IA Instrument of Assessment
- PC Performance Criteria

LO1 RECOGNISE THE PATTERN OF NORMAL DEVELOPMENT FROM CONCEPTION TO THE AGE OF PUBERTY

PC The student recognises general features of normal development for the following stages:

- (a) pre-natal - neo-natal
- (b) 1 month - 1 year
- (c) 1 year - 2.1/2 years
- (d) 2.1/2 years - 5 years
- (e) 5 years - 8 years
- (f) 8 years - 12 years

IA Matching Exercise

The student will be set one matching exercise to cover each of the above Performance Criteria. Each of the following areas of development must be included:

- (i) physical
- (ii) cognitive including linguistic
- (iii) emotional
- (iv) social

The exercise will consist of 24 matching items.

Satisfactory performance will be that the student for: PC(a) correctly recognises 2 pre-natal and 2 neo-natal features; PC(b)-(f) correctly recognises 1 feature from each of (i)-(iv) for a child who has just attained the age 1 year, 2 1/2 years, 5 years, 8 years and 12 years.

LO2 IDENTIFY FACTORS WHICH MAY INFLUENCE THE DEVELOPMENT OF CHILDREN

PC The student:

- (a) identifies a range of human factors which may influence the development of children;
- (b) identifies a range of health factors which may influence the development of children;
- (c) identifies a range of social and economic factors which may influence the development of children.

IA Restricted Response

The student will be set Restricted Response questions to test his/her knowledge of factors which may influence the development of children. One question will be set on each of PC (a), (b) and (c) for each of 3 children of different ages covering the age range of 0-puberty.

Satisfactory performance will be that the student correctly identifies 2 factors for each of PC (a), (b), (c) for each child. Overall each factor identified must be different.

LO3 INVESTIGATE THE DEVELOPMENT OF CHILDREN 0-PUBERTY

PC The student describes and records aspects of the child's development from each of the following:

- (a) physical
- (b) cognitive including linguistic
- (c) emotional
- (d) social

IA 3 Assignments

The student will undertake a study of 3 different children from the age range birth - 12 years. One child must be a child to whom the student has access, the other 2 may be drawn from case studies, video material etc. but may also be children to whom the student has access.

Satisfactory performance will be that the student observes and records 2 aspects of the child's development from each of (a)-(d) in each study.