

-SQA- SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 7140216

-Session-1996-97

-Superclass- PN

-Title- BASIC NEEDS OF CHILDREN

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: To develop an awareness of the basic needs of children; to examine the theories and legislation pertaining to these needs; and to investigate how adults may fulfil these needs for children in the home, community and the education system.

OUTCOMES

1. identify the basic needs of children;
2. identify theories and legislation relating to children's needs;
3. investigate factors which affect the needs of children;
4. investigate how adults meet the needs of children.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: There is no access statement for this unit.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5.00).

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7140216**UNIT TITLE:** BASIC NEEDS OF CHILDREN

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. IDENTIFY THE BASIC NEEDS OF CHILDREN

PERFORMANCE CRITERIA

- (a) The identification of the basic needs of children is comprehensive in terms of their well being.
- (b) The identification of the basic needs of children is comprehensive in terms of identified ages.

RANGE STATEMENT

Basic needs: physical, social, emotional, cognitive, language.

Ages: prenatal; neo-natal; 6 weeks to 1 year; 1 year to 3 years; 3 years to 5 years; 5 years to 7 years.

EVIDENCE REQUIREMENTS

Written evidence in the form of a project to cover all performance criteria and meet the outcome.

OUTCOME

2. IDENTIFY THEORIES AND LEGISLATION RELATING TO CHILDREN'S NEEDS

PERFORMANCE CRITERIA

- (a) The identification of theories is comprehensive in terms of human needs.

- (b) The identification of theories is comprehensive in terms of the needs of children.
- (c) The identification of current legislation is comprehensive in terms of providing children's needs.

RANGE STATEMENT

Theories: Pringle; Maslow.

Legislation: Children's Act 1989; United Nations Convention on Rights of The Child.

Children: 0-7 years.

EVIDENCE REQUIREMENTS

Written evidence in the form of a project to cover all performance criteria and meet the outcome.

OUTCOME

- 3. INVESTIGATE FACTORS WHICH AFFECT THE NEEDS OF CHILDREN

PERFORMANCE CRITERIA

- (a) The description of environmental factors is comprehensive in terms of meeting children's needs.
- (b) The description of health factors is comprehensive in terms of meeting children's needs.
- (c) The description of educational factors is comprehensive in terms of meeting children's needs.
- (d) The investigation of inter-related factors is comprehensive in terms of affecting children's needs.

RANGE STATEMENT

Children: 0-7 years.

EVIDENCE REQUIREMENTS

Written evidence in the form of a project to cover all performance criteria and meet the outcome.

OUTCOME

4. INVESTIGATE HOW ADULTS MEET THE NEEDS OF CHILDREN

PERFORMANCE CRITERIA

- (a) The description of the role of the adult in the home is comprehensive in terms of meeting children's needs.
- (b) The description of the role of the adult in the educational system is comprehensive in terms of meeting children's needs.
- (c) The description of the role of the adult in the community is comprehensive in terms of meeting children's needs.
- (d) The investigation of a team approach by adults is comprehensive in terms of meeting children's needs.

RANGE STATEMENT

The range statement for this outcome is fully expressed in the performance criteria.

EVIDENCE REQUIREMENTS

Written evidence in the form of a project to cover all performance criteria and meet the outcome.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 7140216

UNIT TITLE: BASIC NEEDS OF CHILDREN

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This unit is designed to introduce candidates to the basic needs of children. It is intended that candidate will become aware of theories relating to human needs and to current legislation which relates to children's needs. Candidates are required to investigate factors which affect children's needs and ways in which adults can assist in meeting these needs. This unit is aimed at candidate who want to work with children and it is included in the programme of modules for GSVQ II in Care.

CONTENT/CONTEXT In Outcome 1 candidates are required to look at needs in the following categories:

Physical needs: rest, sleep, diet, warmth, clothing, exercise, medical care, protection from danger to self and by others.

Social needs: interaction with adults and children; socially acceptable behaviour.

Emotional needs: love; affection; privacy; dignity; independence.

Cognitive needs: mental stimulation, opportunities to play.

Language needs: conversation, to be spoken to and listened to.

Having identified basic needs, candidates are asked to describe children's specific needs at identified ages up to the age of 7. It is important to emphasise that children have needs before birth. This topic could provoke a lively debate within the class situation. For Outcome 2 the candidate has to investigate Mia Kellmer Pringle's theory on children's needs, also Maslow's Hierarchy of Human Need.

These theories are relatively old and candidates might wish to discuss them in terms of “to-day’s child”. Mention may be made of the World Health Organisation’s definition of Health and any other relevant current theories. Candidates should be encouraged to research these theories.

Current legislation relating to children should be addressed.

This research may be tackled as a group exercise, with groups reporting to the class on their findings.

Outcome 3 looks at factors affecting children’s needs in the following categories.

Environmental: housing, local amenities - libraries, museums, leisure pursuits, play facilities, out-of-school care.

Health: diet; opportunities for exercise; ante-natal care; medical care; immunisation programmes.

Educational: parent and toddler groups; pre-school provision - nurseries; playgroups; primary schools.

Having described individual factors, candidates should investigate how inter-related factors affect children’s needs. This can be done by case studies or by candidates researching the local area and how this affects children’s needs. Mention should be made of cultural needs.

For outcome 4 candidates will describes how the adults meet children’s needs in the home, the educational system and in the community.

In the home: parent, grand parent, neighbour, friend, relation.

Educational system: the play leader, the child care and education worker, the teacher, the school psychologist, the speech therapist, learning support teacher.

These lists are not prescriptive or comprehensive but only guidelines.

APPROACHES TO GENERATING EVIDENCE Candidates should be expected to build up a portfolio of evidence corresponding to the outcomes and performance criteria.

Evidence for all outcomes could be generated by classwork, group discussion, case studies, talks by visiting speakers, videos, articles from magazines and journals.

ASSESSMENT PROCEDURES Written evidence in the form of assignments to cover all outcomes and performance criteria.

Outcomes 1, 3 and 4

An integrated assignment in which children's basic needs are described at identified ages, the factors which affect their needs are investigated and the roles which adults play in meeting these needs are explained.

Outcomes 2

An open book assignment, investigating 2 theories relating to children's needs and relevant current legislation which provides for children's needs.

PROGRESSION This unit forms part of the GSVQ in Care at level II.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

REFERENCES

1. Guide to unit writing. (A018).
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005).
3. Procedures for special needs statements are set out in SQA's guide 'Candidates with Special Needs'. (B006).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5. For details of other SQA publications, please consult SQA's publications list. (X037).

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