



## National Unit specification

### General information

**Unit title:** Development and Wellbeing of Children and Young People (SCQF level 5)

**Unit code:** HC3C 45

**Superclass:** PN

**Publication date:** March 2016

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit is a mandatory Unit of the NPA Playwork and Childcare but is also suitable for learners wishing to study the Unit on its own.

This Unit is designed to introduce learners to the principles of development and wellbeing of children and young people. Learners will learn what is meant by sequences and patterns in child development and the inter-relationship between all aspects of that development.

Learners will also learn about the wellbeing of children and young people and how a variety of factors may affect their development.

The Unit is suitable for learners who may be considering employment in the early education and childcare sector working under supervision and will also provide progression for learners who have completed the National 4 Skills for Work: Early Education and Childcare Course or its Units.

### Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Explain the principles of development for children and young people.
- 2 Explain the principles of wellbeing for children and young people.

## National Unit specification: General information (cont)

**Unit title:** Development and Wellbeing of Children and Young People (SCQF level 5)

### Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

### Recommended entry to the Unit

While entry is at the discretion of the centre, learners would normally be expected to have attained one of the following, or equivalent:

- ◆ *National 4 Care Course* or its Unit(s)
- ◆ *National 4 Early Education and Childcare Course* or its Unit(s)

### Core Skills

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

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

### Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

### Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## National Unit specification: Statement of standards

**Unit title:** Development and Wellbeing of Children and Young People  
(SCQF level 5)

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

### Outcome 1

Explain the principles of development for children and young people

#### Performance Criteria

- (a) Explain what is meant by the term *child development*.
- (b) Describe progressive stages of development for children and young people
- (c) Identify factors which may influence development
- (d) Explain ways in which the aspects of development are holistic and individual to each child

### Outcome 2

Explain the principles of wellbeing for children and young people.

#### Performance Criteria

- (a) Explain what is meant by the term wellbeing
- (b) Describe key indicators of wellbeing for children and young people
- (c) Identify factors which may influence wellbeing
- (d) Identify ways in which adults can support the wellbeing of children and young people

### Evidence Requirements for this Unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

For this Unit, learners will be required to provide evidence of their understanding of:

- 1 the principles of development for children and young people.
- 2 the principles of wellbeing for children and young people.

Learners will be set an assignment that requires them to investigate development and wellbeing of children and young people.

Written and/or oral evidence for this Outcome will be produced. It will be gathered at an appropriate point during the learners' study of the Unit, once they have learned about the principles of development for children and young people in each of the following age groups: 0–3 years; 3–5 years; 5–8 years; 8–12 years; 12–16 years.

## National Unit specification: Statement of standards

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Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

The evidence must cover key milestones from each of the following aspects of development of children and young people:

- ◆ Physical development
- ◆ Social and emotional development
- ◆ Cognitive development
- ◆ Language development

It must also cover the ways in which these aspects of development are interrelated.

Learners can then add their understanding of wellbeing; the key indicators of wellbeing for children and young people:

- ◆ Safe
- ◆ Healthy
- ◆ Achieving
- ◆ Nurtured
- ◆ Active
- ◆ Respected
- ◆ Responsible
- ◆ Included

and the ways in which adults can support their wellbeing.

Learners should be given a clear brief, indicating that their folio must contain:

Information they have gathered about:

- ◆ Development of children and young people
- ◆ Wellbeing of children and young people

A list of the resources they have used to investigate the wellbeing of children and young people.

An assessor checklist recording that the learner has produced a report on the development and wellbeing of children and young people. The report must be based on the information they have gathered.



## National Unit Support Notes

**Unit title:** Development and Wellbeing of Children and Young People  
(SCQF level 5)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

This Unit is designed to introduce learners to the principles of development and wellbeing for children and young people. Learners will learn what is meant by sequences and patterns in child development and the inter-relationship between all aspects of that development. Learners will also learn about the indicators of wellbeing of children and young people and how adults can support this.

#### Employability Skills

In this Unit learners will be assessed for:

- ◆ health and safety awareness
- ◆ gathering, collating and evaluating information
- ◆ decision making
- ◆ research skills

In addition there are opportunities to raise awareness of the importance of:

- ◆ demonstrating a responsible attitude in all aspects of working with children and young people
- ◆ communication skills

#### Outcome 1

PC (a): The study of the growth and development of children and young people underpins all work within the early education and childcare sector and learners should be aware of what is meant by the term *child development*.

At this level there is no need to introduce learners to some of the theoretical perspectives in the field but they should be made familiar with the commonly accepted principles of child development. An understanding of these will assist the learners in understanding the term.

## National Unit Support Notes (cont)

**Unit title:** Development and Wellbeing of Children and Young People (SCQF level 5)

Some of the principles to be considered are:

- ◆ All children develop at different rates but children's developmental patterns follow the same sequence
- ◆ The development of the child is integrated and although aspects of development are studied separately it is important to recognise that children develop in an integrated holistic way
- ◆ The development of the child is often measured against a 'norm', which is useful in providing a broad framework for the study of child development. It should be pointed out to learners that this has a negative side in that children who fall outwith the norm might be labelled as different.
- ◆ Development is determined partly by heredity and partly by the environment.

PC (b) Learners should consider the key milestones in the four aspects of development in children aged birth to 16 years in each of the following age groups: 0–3 years; 3–5 years; 5–8 years; 8–12 years; 12–16 years.

- ◆ Physical development relates to the development of the body. Milestones relate to the development of gross motor and fine motor skills and changes in the body at puberty.
- ◆ Social and emotional development is about learning about feelings and relating with other people in socially appropriate ways. Milestones relate to expressions of emotion, awareness of other people and appropriate reactions to them.
- ◆ Cognitive development is the development of the mind or the thinking part of the brain.
- ◆ Milestones include the development of concepts and memory.
- ◆ Language development is about learning to speak and communicate. Milestones include early babbling, using single words and holding conversations, arguing and theorising.

PC (c) Learners should be aware that development is holistic. Children and young people grow and acquire skills in all aspects of development as they mature. As they acquire physical skills they will also be developing language and cognitive, social and emotional skills.

### Outcome 2

A health need is a requirement that must be satisfied in order that children not only survive, but grow and develop and may enable them to reach their full potential. The nature of health needs is ever changing, according to the age and stage of development and life circumstances of the child. Learners should be aware that each child is a unique human being, with individual requirements and should also be aware of the need to support an individual child's health needs in a holistic way. Learners should consider each aspect of health in order to provide for children's overall health needs. It should be pointed out to learners that these needs are inter-related and that as one need is met it can have an effect on some or all of the others.

## National Unit Support Notes (cont)

**Unit title:** Development and Wellbeing of Children and Young People (SCQF level 5)

Indicators of Wellbeing include:

- ◆ Safe
- ◆ Healthy
- ◆ Achieving
- ◆ Nurtured
- ◆ Active
- ◆ Respected
- ◆ Responsible
- ◆ Included

### Guidance on approaches to delivery of this Unit

A holistic approach should be taken in the delivery of this Unit. There is no requirement to teach the Unit Outcome by Outcome, and the approach taken should allow the learners to see the links between the health and development of the child. The approach taken throughout the Unit should be a practical interactive one, with learners presented with workshops and opportunities for active learning. There should be a balance between teacher/lecturer presentation and learner centred learning. Advice on approaches to learning is integrated throughout the previous section.

Some of the approaches used could include:

- ◆ Practical exercises in small groups:
  - Case studies
  - Worksheets
  - Individual research, including the use of the internet
  - Video/audio material
  - Use of relevant visiting speakers
  - Visiting speakers, eg health visitor/public health practitioner
  - Visits to initiatives, eg baby clinic.

### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification.

## National Unit Support Notes (cont)

**Unit title:** Development and Wellbeing of Children and Young People (SCQF level 5)

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Useful websites:

Wellbeing for Young Scots <http://www.wellbeingforyoungscots.org/>

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

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

- ◆ **1 Literacy**
  - 1.3 Listening and talking
  
- ◆ **3 Health and wellbeing**
  - 3.1 Personal learning
  - 3.2 Emotional wellbeing
  
- ◆ **4 Employability, enterprise, and citizenship**
  - 4.6 Citizenship
  
- ◆ **5 Thinking skills**
  - 5.2 Understanding

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.



## History of changes to Unit

Version	Description of change	Date

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## **General information for learners**

**Unit title:** Development and Wellbeing of Children and Young People  
(SCQF level 5)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to introduce you to the principles of development and wellbeing of children and young people. You will learn what is meant by sequences and patterns in child development and the inter-relationship between all aspects of that development.

You will also learn about the wellbeing of children and young people and how a variety of factors may affect their development.

The Unit is suitable for you if you are be considering employment in the early education and childcare sector working under supervision and will also provide progression for learners who have completed the National 4 Skills for Work: Early Education and Childcare Course or its Units.

This Unit is a mandatory Unit of the NPA Playwork and Childcare but is also suitable for learners wishing to study the Unit on its own.