

# Comparison document

(Version 2.1 August 2015 compared to previous version)

## Higher Childcare and Development Course Assessment Specification (C714 76)

**Valid from August 2014**

This edition: ~~April 2014~~August 2015, version 2.01

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

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## Course outline

<b>Course title:</b>	Higher Childcare and Development
<b>SCQF level:</b>	6 (24 SCQF credit points)
<b>Course code:</b>	C714 76
<b>Course assessment code:</b>	X714 76

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

### Course assessment structure

Component 1 — project	100 marks
<b>Total marks</b>	<b>100 marks</b>

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

### Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html)

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

# Assessment

To gain the award of the Course, the learner must pass all the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

## Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

## Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- ◆ breadth — drawing on knowledge and skills from across the Course
- ◆ application — requiring application of knowledge and/or skills

This added value consists of a project which samples and integrates skills, knowledge and understanding from across the component Units in the Course. The project will enable learners to apply knowledge and understanding in a new context using investigation skills. The briefs for the project will be set by SQA and will be sufficiently open and flexible to allow for personalisation and choice.

## Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

### Grade description for C

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

**Grade description for A**

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

**Credit**

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a grade D or better is achieved.

## Structure and coverage of the Course assessment

The Course assessment will consist of one Component, a project.

### Component 1 — project

The purpose of this project is to investigate the needs of ~~children~~ a child or young ~~people~~ person and the range of ways in which ~~the professional~~ professionals and others can meet those needs. Learners will be able to choose from a variety of project briefs provided by SQA. They will respond to their chosen brief and produce a report on their findings.

This project will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

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

Further details on skills, knowledge and understanding to be demonstrated in the Course can be found in the 'Further mandatory information on Course coverage' section at the end of this Course Assessment Specification.

The project will have 100% of the total marks.

## **Setting, conducting and marking of assessment**

### **Controlled assessment — project**

This project is:

- ◆ set by SQA
- ◆ conducted under some supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

### **Setting the assessment**

SQA will provide briefs for the project.

Learners will have a choice of briefs on which to base their investigation.

### **Conducting the assessment**

Gathering evidence for the assessment will be conducted:

- ◆ independently by the learner

Evidence will be:

- ◆ produced under some supervision and control
- ◆ presented in an appropriate format within the given word count
- ◆ completed in time to meet a submission date set by SQA

## Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the Higher Childcare and Development Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

### **Aspects of development**

Learners will investigate and explain aspects of development in children and young people. Aspects of development will include cognitive, emotional, linguistic, physical, social or other relevant aspects.

### **Influences on development**

Learners will investigate and analyse cultural, economic, environmental, familial, genetic, political, social, technological or other relevant influences on development.

### **Theories of development**

Learners will explain, evaluate and analyse theories of development and investigate how these are applied to working with children and young people. The theories can be classical and/or contemporary but must be ones that are used to inform current practice.

### **Initiatives and strategies**

Learners will investigate initiatives and/or strategies that impact on working with children and young people. The initiatives/strategies could be local, national and/or international.

### **Services that support children and young people**

Learners will investigate current services that support children and young people. These could include services from the statutory, private or third sectors.

### **Role and responsibility of the professional and others supporting the development of children and young people**

Learners will analyse the role of professionals and other people working with children and young people. The role of the professional will include features such as adhering to codes of practice, undertaking registration and training, working in partnership with others, working within a legislative framework and other relevant features.

# Administrative information

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## History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	2.0	<p>Page 2 — Added value section: description of project amended to remove practical and theoretical contexts and the opportunity for learners to reflect on their work.</p> <p>Page 4 and 5 — structure of Project changed from three Sections to one report.</p> <p>Page 4 — List of skills, knowledge and understanding: ‘initiatives and/or strategies’ changed from ‘initiatives and strategies’; ‘investigate current services that support children and young people’ changed from ‘investigate current childhood practice and services; ‘plan and develop task management skills’ deleted; ‘apply knowledge and understanding to childhood practice’ deleted; ‘research, investigate, analyse, evaluate and present information’ changed to ‘investigate, analyse, evaluate and present information’.</p> <p>Page 5 — Setting, conducting and marking of assessment section clarified.</p> <p>Page 6 — Further mandatory information on Course coverage section clarified and all references to amount of content deleted.</p>	Qualifications Development Manager	April 2014
	<u>2.1</u>	<u>Page 4 – Update to the structure of Course assessment section to clarify requirement for project to focus on a single child or young person.</u>	<u>Qualifications Manager</u>	<u>August 2015</u>

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Note: You are advised to check SQA’s website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Assessment Specification.

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