



Higher Childcare and Development — draft Course rationale and summary

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Course rationale

Background

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

Relationship between the Course and Curriculum for Excellence values, purposes and principles

This Course meets Curriculum for Excellence values by allowing learners to engage in a range of tasks, including research and investigation, which will enable them to understand the role of the professional in promoting child-centred practice in a range of settings. This knowledge and these skills will be relevant for future experience in learning, life and work and will enhance the ability of learners to become responsible citizens.

Learners will have the opportunity to recognise that each child has a unique blend of abilities and needs, and to understand the rights to which children are entitled. They will understand that physical, emotional and social wellbeing are inextricably linked and are essential for successful learning and development.

Learners will develop their thinking skills by applying theories of learning and development to current childhood practice.

The insights gained from the Course will enable them to progress confidently onto further study. The Course provides a basis from which to consider moving into employment in relevant childcare settings.

The ability to reflect on the behaviour of self and others will enable learners to become effective contributors in a number of learning, life and work settings.

Purpose and aims of the Course

The main purpose of the Course is for learners to understand child development from pre-birth to 16 and the roles and responsibilities of professionals, parents/carers and others in contributing to the development of children and young people. Learners will gain knowledge, understanding, skills and attributes that will help them to contribute to the development of children in personal and professional contexts.

Active learning and personalisation will be promoted by giving the learner opportunities to investigate childhood/childcare issues and topics of their own choice. Many activities will involve collaborative learning as learners work with others to discuss and present their ideas.

The main aims of the Course are to enable learners to:

- ◆ develop an understanding of child development pre-birth to 16
- ◆ understand the role and responsibilities of the professional in promoting child development
- ◆ understand the role and responsibilities of the parent/carer and others in contributing to the development of children and young people

- ◆ gain knowledge of current services for children and young people
- ◆ gain knowledge of theories of learning and development and their relevance for working with children and young people

Information about typical learners who might do the Course

In this Course, learners will build on the principles and practice paper for health and wellbeing¹ and other relevant curriculum areas. Life experience also provides a good foundation for all learners with an interest in childcare to take this qualification.

The Course is also suitable as a progression from Intermediate 2 Early Education and Childcare (Skills for Work), NPA Playwork and Childcare, Care (National 5), Literacy Skills at SCQF level 5, Numeracy Skills at SCQF level 4 or equivalent qualifications.

The learner will benefit from this Course as it provides a sound basis from which to progress onto an NC or HNC in Early Education and Childcare or into employment in relevant childcare settings. It also provides an opportunity for learners to develop further their interest and skills in related subjects at Higher, such as Care.

The following skills will be developed on the Course: evaluate the holistic needs of a child; reflect on self and others; analyse, evaluate and present information; research and investigation skills; and apply knowledge and understanding to childcare practice.

¹ Health and wellbeing principles and practice paper
www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/healthandwellbeing/principlesandpractice/index.asp

Course summary

Course title: Higher Childcare and Development

SCQF level 6 (24 SCQF credit points)

Course outline

Mandatory Units

Child Development (Higher)	(6 SCQF credit points)
Child Development: Theory (Higher)	(6 SCQF credit points)
Childhood Practice (Higher)	(6 SCQF credit points)

Course assessment

(6 SCQF credit points)

This Course includes six SCQF credit points for 40 additional programmed hours to allow preparation for Course assessment. The Course assessment covers the added value of the Course. Further information on the Course assessment is provided in the Assessment section.

Course structure and conditions of award

The main purpose of the Course is for learners to understand child development from pre-birth to 16 and the roles and responsibilities of professionals, parents/carers and others in contributing to the development of children. Learners will gain knowledge, understanding, skills and attributes that will help them to support the development of children in professional and personal contexts.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways.

Child Development (Higher)

In this Unit, learners will investigate the milestones and sequence of child development from pre-birth to 16. The Unit provides learners with the opportunity to identify and evaluate factors that influence child development and wellbeing.

Child Development: Theory (Higher)

In this Unit, learners will develop an understanding of a range of theories of linguistic, cognitive, social and emotional development in childhood and apply these to working with children and young people.

Childhood Practice (Higher)

In this Unit, learners will reflect on their personal values and explain the importance for childcare practitioners of developing a professional value base. They will explore current practice in a range of childcare settings and the role of professionals and others working in partnership to support the development of children and young people. Learners will investigate initiatives and strategies used to inform current practice.

This Course has been constructed to facilitate progression from Intermediate 2 Early Education and Childcare (Skills for Work).

To gain the award of the Course, the learner must pass all the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

Assessment

Information about assessment standards for the Course will be included in the *Course Assessment Specification* which will provide full details including advice on how a learner's overall attainment for the Course will be determined.

Unit assessment

All Units are internally assessed against the requirements shown in Unit specifications.

They will be assessed pass/fail within centres.

SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

Exemplification of possible assessment approaches for these Units will be provided in the *National Assessment Resource*.

Course assessment

Courses from National 4 to Advanced Higher include assessment of [added value](#)². At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must 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 the Higher Childcare and Development Course, added value will focus on:

- ◆ breadth
- ◆ application

The learner will carry out a [project](#)³ which investigates the needs of a child and analyses the range of ways in which the professional, parent/carer and others can meet those needs. The learner will draw on and apply skills and knowledge learned throughout the Course. The project will be sufficiently open and flexible to allow for personalisation and choice.

² Definitions can be found here: www.sqa.org.uk/sqa/45528.html

³ See link above for definition.