

# Draft National Unit Specification



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**Unit title:** Child Development (Higher)

**SCQF:** level 6 (6 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is for learners to investigate child development. They will investigate the holistic needs of the child and explore how these needs interrelate. Learners will evaluate methods for assessing the development of the child. The Unit provides learners with the opportunity to identify and analyse factors that influence child development.

Learners who complete this Unit will be able to:

- 1 Investigate factors that influence the holistic development of children and young people

This Unit is a mandatory Unit of the Higher Childcare and Development Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The Course Assessment Specification for the Higher Childcare and Development Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Childcare and Development Course.

## Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Early Education and Childcare (Skills for Work) Course at SCQF level 5 or relevant component Units
- ◆ Literacy (SCQF level 5)
- ◆ Numeracy (SCQF level 5)

## **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. For further information please refer to the *Unit Support Notes*.

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# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Investigate factors that influence the holistic development of children and young people by:**
  - 1.1 Describing aspects of development and explaining how they interrelate
  - 1.2 Evaluating methods for assessing development
  - 1.3 Identifying influences and explaining their impact on development
  - 1.4 Analysing a positive influence that could contribute to potential development

### Evidence Requirements for the Unit

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.

The candidate may receive guidance and support from the teacher/lecturer as appropriate when choosing the children or young people to be investigated. This may take the form of providing a case study or a list of suggested sources of information from which the candidate can choose. The children and young people to be investigated should be in the pre-birth to 16 age range.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not need to be achieved in one activity, but can be assembled from a variety of tasks and assessments carried out throughout the Unit. Evidence may be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment holistically in one single activity.

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

# Development of skills for learning, skills for life and skills for work

*(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)*

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**

- 1.2 Writing
- 1.3 Listening and talking

## **3 Health and wellbeing**

- 3.5 Relationships

## **5 Thinking skills**

- 5.3 Applying
- 5.4 Analysing and evaluating

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*.

## Administrative information



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**Published:** November 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.