

## National Unit Specification: general information

<b>UNIT</b>	Child Development: Birth to 12 Years (Higher)
<b>CODE</b>	DM3X 12
<b>COURSE</b>	Early Education and Childcare (Higher)

### SUMMARY

This Unit is designed to develop candidates' knowledge and understanding of children's development from birth to age 12 years at support worker level. The candidate will gain knowledge and understanding of children's development and of the main influences that affect their developmental progress.

This Unit is a mandatory Unit in the National Certificate Group Award: Early Education and Childcare and is also a mandatory Unit in the Course Early Education and Childcare (Higher). It is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who wish to gain employment in the childcare and education sector at support worker level or to progress to higher early education and childcare qualifications.

### OUTCOMES

1. Describe the development of children from 0-12 years.
2. Explain the main influences on children's development.
3. Evaluate the impact of influencing factors on the development of children.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally benefit from having attained one of the following, or equivalent:

- ◆ Standard Grade at Credit level in any relevant subject
- ◆ Core Skill Communication at Intermediate 2 level
- ◆ A Course or Units in Care at Intermediate 2
- ◆ Courses or Units in any relevant subject at Intermediate 2
- ◆ Scottish Group Award in Care at Intermediate 2
- ◆ SVQ or SVQ Units at level 2 in a related subject.

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### Administrative Information

<b>Superclass:</b>	PK
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<b>Version:</b>	1

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## **National Unit Specification: general information (cont)**

**UNIT** Child Development: Birth to 12 Years (Higher)

### **CREDIT VALUE**

1 credit at Higher (6 SCQF credit points at SCQF level 6\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

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

## National Unit Specification: statement of standards

### UNIT Child Development: Birth to 12 Years (Higher)

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 the Scottish Qualifications Authority.

#### OUTCOME 1

Describe the development of children from 0-12 years.

##### Performance criteria

- a) Describe the features and principles of growth and physical development of children.
- b) Describe the emotional, personal and social development of children.
- c) Describe the cognitive development of children.
- d) Describe the linguistic development of children.

#### OUTCOME 2

Explain the main influences on children's development.

##### Performance criteria

- a) Explain the main influences on a child's growth and physical development.
- b) Explain the main influences on a child's emotional, personal and social development.
- c) Explain the main influences on a child's cognitive development.
- d) Explain the main influences on a child's linguistic development.

#### OUTCOME 3

Evaluate the impact of influencing factors on the development of children.

##### Performance criteria

- a) Analyse the impact of influences on a child's growth and physical development.
- b) Analyse the impact of influences on a child's emotional, personal and social development.
- c) Analyse the impact of influences on a child's cognitive development.
- d) Analyse the impact of influences on a child's linguistic development.

## EVIDENCE REQUIREMENTS FOR THE UNIT

Written and/or recorded oral evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria. The evidence for this Unit should be obtained under controlled, supervised conditions and assessment should last no more than one hour. A single question paper with both extended and restricted response questions, such as illustrated in the National Assessment Bank item for this Unit, could be used. This should normally be administered on the completion of the Unit. Achievement can be decided by the use of a cut-off score.

### Specific Requirements

Outcome 1:

- ◆ **two** aspects of development must be covered as specified in the performance criteria
- ◆ **three** developmental/childhood stages as specified in the Appendix must be covered.

Outcomes 2 and Outcome 3 should be integrated:

- ◆ **two** aspects of development, different from those selected for Outcome 1, must be covered
- ◆ **six** influences, both positive and negative, as specified in the Appendix must be covered.

## National Unit Specification: support notes

### UNIT Child Development: Birth to 12 Years (Higher)

This part of the Unit specification is offered as guidance. The support notes 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

Candidates will gain an understanding of:

- ◆ fundamental concepts of growth and development in children, including those for whom additional support is required
- ◆ the inter-relationship between all aspects of children's development
- ◆ significant influences on children's development
- ◆ positive and negative effects of influences on children's development
- ◆ the impact of culture on children's development.

At the outset it is important to be clear about definitions. Studying children's growth and development is a holistic process, yet the two aspects can also be examined apart.

**Growth:** "Growth refers to an increase in physical size, and can be measured by height (length), weight and head circumference".

Bruce, T and Meggitt, C. (1996) *Child Care and Education*. London: Hodder and Stoughton

**Development:** "Development is concerned with the possession of skills. Physical development proceeds in a set order, with simple behaviours occurring before more complex skills – for example a child will sit before he or she stands".

Bruce, T and Meggitt, C. (1996) *Child Care and Education*. London: Hodder and Stoughton

Development also includes the acquisition of cognitive, social and emotional skills.

Candidates should consider why it is important to look at all aspects of growth and development and how this study helps to inform a holistic approach to childcare and education, including children for whom additional support is required.

Throughout the study of the influences on aspects of development, particular focus should be made on the impact of the cultural background of children and their families. Cultural background considerations include:

- ◆ family size
- ◆ family type - lone parent, nuclear, reconstituted, extended
- ◆ religion
- ◆ family lifestyle
- ◆ ethnic origin.

## **National Unit Specification: support notes (cont)**

**UNIT**            Child Development: Birth to 12 Years (Higher)

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

In delivering this Unit there should be a balance between teacher/lecturer presentation and candidate-centred learning. This can be taught using a variety of methods, such as:

- ◆ small group exercises
- ◆ group discussion
- ◆ case studies
- ◆ worksheets
- ◆ individual research
- ◆ videos
- ◆ lectures
- ◆ use of ICT such as searching appropriate and relevant websites.

#### **Outcome 1**

For physical development, much use can be made of video materials showing an overview of the child's developmental progress – studying the physical development of children at various stages and highlighting factors which affect it. It is important that candidates can demonstrate knowledge and understanding of the sequence of physical developmental progress in children and the expected stages reached at different ages.

Candidates should be able to demonstrate knowledge and understanding of the sequence of emotional, personal and social developmental progress in children and the expected stages reached at different ages. Video materials are useful in demonstrating stages of emotional, personal and social development and influencing factors.

Video material is also useful to demonstrate stages of cognitive development. Candidates should be able to demonstrate knowledge and understanding of the sequence of cognitive developmental progress in children and the expected stages reached at different ages.

It could be useful for candidates to focus on language transcripts of children at various stages, looking at these in groups and highlighting common grammatical errors, for instance, 'I digged the garden'. Using these examples, candidates could discuss the progress of language acquisition. Candidates should be able to demonstrate knowledge and understanding of the sequence of language developmental progress in children and the expected stages reached at different ages.

Candidates should be able to demonstrate awareness of the inter-relationship between all aspects of development when considering influences on each aspect of development.

#### **Outcomes 2 and 3**

These two Outcomes integrate well. Candidates should be able to demonstrate knowledge and understanding of the main influences on children's development and their effects. Positive and negative effects of individual influences should be explored. Candidates should be encouraged to develop a balanced approach to the evaluation of influences on children's development.

## **National Unit Specification: support notes (cont)**

**UNIT**            Child Development: Birth to 12 Years (Higher)

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The assessment for this Unit is specified in the Evidence Requirements section of the Statement of Standards of this specification. The standard to be applied is exemplified in the National Assessment Bank item for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard. Assessment should always be carried out under supervision. Assessment time allocated for this Unit should not exceed 1 hour. Integration of assessments across outcomes should be used where this is considered appropriate.

An integrated approach to assessment could be taken with other Units for example *Developmental Theory in Early Education and Childcare (Higher)* and *Holistic Approaches to Child Health (Higher)*.

### **CANDIDATES WITH ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

## National Unit Specification: Appendix to the Statement of Standards

### UNIT Child Development: Birth to 12 Years (Higher)

*NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit*

#### Outcome 1

The age range birth-12 years should be divided into the following developmental/childhood stages:

- ◆ birth – 3 years
- ◆ 3 – 5 years
- ◆ 5 – 8 years
- ◆ 8 –12 years.

*Outcome 1 focuses on children's developmental progress from birth to 12 years.*

The concepts for consideration in relation to growth and physical development include:

- ◆ the newborn child - posture, reflexes
- ◆ patterns or sequences of physical development such as ossification beginning with the skull down the body through the spine (cephalocaudal) and from the spine towards first the arms and legs and then the hands and feet (proximodistal)
- ◆ cephalocaudal and proximodistal principles in relation to development of physical skills, eg head control precedes sitting unsupported, palmar grasp precedes pincer grip
- ◆ changes in physical proportions from birth to 12 years
- ◆ development of fine and gross motor skills
- ◆ continuous development or stages of development
- ◆ developmental milestones
- ◆ onset of puberty.

For emotional, personal and social development, stages to consider include:

- ◆ parent/infant relationship - turn-taking, eye contact
- ◆ infant interaction with others
- ◆ infant fear of strangers
- ◆ development of personality
- ◆ toddler tantrums
- ◆ growing independence
- ◆ recognition of ownership of belongings/ability to share
- ◆ protective of younger children
- ◆ co-operative and sympathetic
- ◆ making peer group friends
- ◆ joining groups/clubs
- ◆ team games - team responsibility.

For cognitive development, stages to consider include:

- ◆ recognition of and response to familiar routines - bathtime, food preparation
- ◆ concept of object permanence
- ◆ obeying simple commands
- ◆ matching colours
- ◆ naming colours correctly
- ◆ counting with understanding
- ◆ reading fluently
- ◆ writing fluently
- ◆ developing concept of time
- ◆ using reasoning to problem solve

## National Unit Specification: Appendix to the Statement of Standards (cont)

### UNIT Child Development: Birth to 12 Years (Higher)

- ◆ developing sense of 'right' and 'wrong'
- ◆ studying a variety of school subjects in depth
- ◆ questioning family's views/lifestyles.

For linguistic development, stages to consider include:

- ◆ crying
- ◆ cooing
- ◆ taking conversational turns
- ◆ making eye contact and copying mouth movements
- ◆ vocalising
- ◆ tuneful babble - gaga, dada, mumum
- ◆ conversational jargon
- ◆ single words with meaning - Daddy, Mummy, cat, ball
- ◆ two or three word sentences - Mummy work, Daddy go car
- ◆ conversing in sentences though makes grammatical mistakes
- ◆ conversing fluently
- ◆ debating/arguing/reasoning.

*Outcome 2 focuses on the main influences on children's development*

*Outcome 3 evaluates the main influences which affect the development of children*

Positive and negative influences on children's physical growth and development include:

- ◆ ante-natal care
- ◆ birth circumstances - prematurity, multiple birth
- ◆ the nature/nurture debate
- ◆ interaction of nature and nurture
- ◆ genetics - hereditary conditions, chromosomal abnormalities
- ◆ health
- ◆ illness - short-term, long-term
- ◆ nutrition - breast-fed or bottle-fed, diet
- ◆ exercise, rest and sleep
- ◆ hormones
- ◆ environmental influences
- ◆ cultural background
- ◆ inter-relationship of all aspects of development.

Evaluation of the main influences should include a balanced consideration of both positive and negative effects on children's growth and physical development. Many of the above influences may be positive or negative and life circumstances may alter the effects to either assist or impede developmental progress. Long and short-term effects should also be considered and the effects of intervention.

Positive and negative influences on children's emotional, personal and social development include:

- ◆ parenting styles – authoritative/democratic, authoritative/autocratic, laissez-faire/permissive, neglecting
- ◆ the nature/nurture debate
- ◆ interaction of nature and nurture
- ◆ peer group pressure

## National Unit Specification: Appendix to the Statement of Standards (cont)

### UNIT Child Development: Birth to 12 Years (Higher)

- ◆ position in family
- ◆ life events – moving house/school, bereavement, birth of sibling
- ◆ social influences – family expectations/lifestyles, gender stereotyping
- ◆ bonding
- ◆ siblings
- ◆ gender – expectations, stereotypes, developmental differences
- ◆ conditional/unconditional positive regard
- ◆ culture – child-rearing practices, gender expectations.
- ◆ inter-relationship of all aspects of development.

Evaluation of the main influences should include a balanced consideration of both positive and negative effects on children's emotional, personal and social development. Many of the above influences may be positive or negative and life circumstances may alter the effects to either assist or impede developmental progress. Long and short-term effects should also be considered and the effects of intervention.

Positive and negative influences on children's cognitive development include:

- ◆ the nature/nurture debate
- ◆ interaction of nature and nurture
- ◆ genetics, heredity
- ◆ pre-school provision such as nursery school, attendance at playgroup, childminder
- ◆ school ethos, environment
- ◆ stimulation
- ◆ parenting styles, attitude to school and learning
- ◆ experiences at home/in school
- ◆ medical conditions
- ◆ culture and/or gender expectations/differentiation
- ◆ inter-relationship of all aspects of development.

Evaluation of the main influences should include a balanced consideration of both positive and negative effects on children's cognitive development. Many of the above influences may be positive or negative and life circumstances may alter the effects to either assist or impede developmental progress. Long and short term effects should also be considered and the effects of intervention.

Positive and negative influences on children's linguistic development include:

- ◆ parental involvement and interaction
- ◆ experiences to extend and expand vocabulary
- ◆ siblings – positive effects learning from siblings; negative effects allowing siblings to do all the talking
- ◆ physical development – mouth, tongue, teeth; prolonged use of feeding bottles and dummies
- ◆ emotional development – self-confidence, self-esteem
- ◆ cognitive development- vocabulary, self-expression
- ◆ education – environment, teaching styles, ethos
- ◆ culture – family expectations, gender stereotypes
- ◆ bi-lingualism
- ◆ home language different from language in community

## **National Unit Specification: Appendix to the Statement of Standards (cont)**

**UNIT**            Child Development: Birth to 12 Years (Higher)

- ◆ learning through a different language from language in home
- ◆ inter-relationship of all aspects of development

Evaluation of the main influences should include a balanced consideration of both positive and negative effects on children's linguistic development. Many of the above influences may be positive or negative and life circumstances may alter the effects to either assist or impede developmental progress. Long- and short-term effects should also be considered and the effects of intervention.