

National Unit Specification: general information

UNIT Developmental Theory in Early Education and Childcare (Higher)

CODE DM3Y 12

COURSE Early Education and Childcare (Higher)

SUMMARY

This Unit is designed to develop candidates' knowledge and understanding of significant theories of child development from birth to age 12 years at support worker level. The candidate will gain knowledge and understanding of the impact of different developmental theories on early education and childcare and their influence on practice in early education and childcare settings.

This Unit is a mandatory Unit in the National Certificate Group Award: Early Education and Childcare and is also a mandatory Unit in the 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 onto higher early education and childcare qualifications.

OUTCOMES

- 1 Evaluate methods for studying development in children aged 0-12 years.
- 2 Demonstrate knowledge and understanding of theories relating to child development aged 0-12 years.
- 3 Relate theories of child development to practice in early education and childcare settings.

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.

Administrative Information

Superclass: GA

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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 Developmental Theory in Early Education and Childcare (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

Evaluate methods for studying development in children aged 0 – 12 years.

Performance criteria

- a) Describe methods for studying child development.
- b) Explain the effectiveness of methods for studying child development.

OUTCOME 2

Demonstrate knowledge and understanding of theories relating to child development aged 0-12 years.

Performance criteria

- a) Describe significant theories of development in children.
- b) Explain significant theories of development in children in terms of research methods and criticisms.

OUTCOME 3

Relate theories of child development to practice in early education and childcare settings.

Performance criteria

- a) Describe current practice in early education and childcare settings in relation to theories of child development.
- b) Analyse the effectiveness of implementing theories of child development on current practice.

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 be administered upon the completion of the Unit. Achievement can be decided by the use of a cut-off score.

Specific Requirements

Performance Criterion 1a) and b): **two** methods as specified in the Appendix must be covered.

Performance Criterion 2a): **six** theories in total must be covered as specified in the Appendix
Performance Criterion 2b): **explanation** must be in terms as specified in the Appendix.

Performance Criteria 3a) and b): **six** theories in total must be covered as specified in the Appendix.

National Unit Specification: support notes

UNIT Developmental Theory in Early Education and Childcare (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:

- ◆ the methods used by psychologists and educationalists for studying children's growth, development and behaviour
- ◆ significant and relevant theories of child development covering the following strands of development, including those for whom additional support is required:
 - emotional, personal and social
 - linguistic
 - cognitive
- ◆ the evaluation of developmental theories in relation to the development of children 0-12 years
- ◆ the application of theory to practice in early education and childcare settings
- ◆ the effectiveness of the implementation of developmental theory on early education and childcare practice.

Outcome 1

The candidate should focus on the methods used by psychologists and educationalists for studying children's development. Methods should be examined and evaluated.

Outcome 2

The work for Outcome 2 should focus on all aspects of development:

- ◆ emotional, personal and social development
- ◆ linguistic development
- ◆ cognitive development
- ◆ physical development.

These should all be examined in relation to theories of developmental progress and developmental stages. It is important to consider emerging theories and recently published research. Theorists and theories to be considered for Outcome 2 are given in the Appendix to the Statement of Standards of this Unit specification.

Outcome 3

The work for Outcome 3 should relate theories of child development to current practice in early education and childcare settings. It is important to consider emerging theories and recently published research. Candidates should critically analyse the effectiveness of applying theories of child development to the practice of early education and childcare.

National Unit Specification: support notes (cont)

UNIT Developmental Theory in Early Education and Childcare (Higher)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this Unit there should be a balance between teacher/lecturer exposition 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

Video material of experiments with and observation and assessment of children is useful to demonstrate different methods used. Candidates should demonstrate knowledge and understanding of methods of studying and recording children's development and learning stages.

Outcome 2

Candidates should be able to demonstrate knowledge and understanding of a minimum of six developmental theories across emotional, personal and social, cognitive and linguistic aspects of child development. Video material is useful for demonstrating emotional, personal and social developmental theory and for illustrating cognitive theory. Candidates should also be able to demonstrate the ability to evaluate developmental theories. They should show some awareness of current research findings.

Outcome 3

Candidates should show their ability to relate theory to current practice in early education and childcare settings. They should demonstrate knowledge and understanding of how theories of child development have influenced the care and education of children and be able to evaluate the effectiveness of implementing the theories.

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 Unit 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. As indicated, question paper based assessment should be carried out under supervision. Integration of assessments across outcomes should be used where this is considered appropriate. Assessment should be carried out under supervision. An integrated approach to assessment could be taken with other Units for example *Child Development: Birth to 12 Years (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 Developmental Theory in Early Education and Childcare (Higher)

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

Outcomes 1-3

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

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

Outcome 1a – Methods:

- ◆ case studies
- ◆ surveys
- ◆ longitudinal studies
- ◆ experiments
- ◆ naturalistic observation
- ◆ structured descriptions.

Outcome 1b – Effectiveness in terms of:

- ◆ validity
- ◆ reliability
- ◆ ethical considerations.

Outcome 2a

The theories of the following six theorists to be studied. A basic knowledge and understanding of each theory in relation to early education and childcare is required:

- ◆ Bowlby – attachment and bonding; grief, separation and loss
- ◆ Rutter – successful later attachment; effects of conflict in the home
- ◆ Chomsky – Language Acquisition Device (LAD)
- ◆ Brown – telegraphic speech; five stages of sentence production
- ◆ Fischer – nature/nurture; optimal levels
- ◆ Piaget – sensori-motor, pre-operational, concrete operational and formal operational stages; assimilation, accommodation, equilibration; schemata

Outcome 2b Explanation in terms of:

- ◆ research methods
- ◆ criticisms.

Outcome 3

Theories of the following aspects of development to be related to current early education and childcare practice:

- ◆ emotional, personal and social
- ◆ linguistic
- ◆ cognitive.