

National Unit Specification: general information

UNIT	Child Development and Health: An Introduction (Intermediate 2)
CODE	DM5X 11
COURSE	Early Education and Childcare (Intermediate 2)

SUMMARY

This Unit is designed to introduce candidates to issues related to the health and development of children aged 0-12 years. They will examine what is meant by the terms health and development and what the role of the adult is in supporting health and development of children. They will identify the influences that affect the health and development of children and investigate policies and initiatives that promote the health and development of children.

This Unit is a mandatory Unit in the *National Course in Early Education and Childcare (Intermediate 2)* and is an optional Unit in the *National Certificate Group Award: Early Education and Childcare (Higher)*. The Unit is suitable for candidates who wish to gain employment, or may already be employed, in the early education and childcare sector working under supervision. Candidates may wish to progress onto higher level early education and childcare qualifications.

OUTCOMES

1. Explain the principles of child development.
2. Explain ways of supporting the health needs of children.
3. Evaluate influences on the health and development of the child.

Administrative Information

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National Unit Specification: general information (cont)

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RECOMMENDED ENTRY

While entry is at the discretion of the centre there are a variety of prior learning experiences which are relevant to candidates wishing to undertake this Unit.

They may also benefit from having attained one of the following, or equivalent:

- ◆ Standard Grade at General level in any relevant subject
- ◆ A Course or Unit in Care at Intermediate 1
- ◆ Courses or Units in any relevant subject at Intermediate 1
- ◆ SVQ or SVQ Units at level 2 in a related subject.

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

**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

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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

Explain the principles of child development.

Performance Criteria

- a) Explain what is meant by the term child development.
- b) Describe aspects of child development.
- c) Explain ways in which the aspects of development are inter-related.

OUTCOME 2

Explain ways of supporting the health needs of children.

Performance Criteria

- a) Explain what is meant by the term health.
- b) Describe the health needs of the child.
- c) Explain ways in which the adult can support the health needs of the child.

OUTCOME 3

Evaluate influences on the health and development of the child.

Performance Criteria

- a) Explain factors that influence the health and development of the child.
- b) Investigate initiatives that promote the health and development of the child.
- c) Give an opinion on the effectiveness of an initiative that promotes the health and development of the child.

EVIDENCE REQUIREMENTS FOR THIS UNIT

The evidence requirements for this Unit will be gathered through a single assessment task based on a case study with associated questions. The assessment will be carried out in supervised conditions. The time allocated for the assessment shall be no more than one hour.

Specific Advice:

Outcome 1: The candidate should give an explanation of **three** of the aspects of development given in the Appendix to the Statement of Standards for this Unit

Outcome 2: An explanation of **three** of the health needs of children from those given in the Appendix to the Statement of Standards for this Unit

Outcome 3(a): An explanation of **two** factors which affect the health and development of children, from those given in the Appendix to the Statement of Standards for this Unit. For each factor chosen, the candidate should give an example of both the positive and negative effects on the child.

National Unit Specification: support notes

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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

Outcome 1

PC (a): The study of the growth and development of children underpins all work within the early education and childcare sector and candidates should be aware of what is meant by the term ‘child development’. This is not easy to define and it may be useful to introduce candidates to the importance of this area of study and how it can be put to practical use when working with young children. At this level there is no need to introduce candidates to some of the theoretical perspectives in the field but they should be made familiar with the commonly accepted principles of child-development. An understanding of these will assist the candidate in understanding the term. Some of the principles to be considered are:

- ◆ All children develop at different rates but children’s developmental patterns follow the same sequence.
- ◆ The development of the child is integrated and although aspects of development are studied separately it is important to recognise that children develop in an integrated holistic way.
- ◆ The development of the child is often measured against a ‘norm’, which is useful in providing a broad framework for the study of child development. It should be pointed out to candidates that this has a negative side in that children who fall outwith the norm can be labelled.
- ◆ Development is determined partly by heredity and partly by the environment.

PC (b) Candidates should consider the **five** aspects of development:

- ◆ Physical development
- ◆ Cognitive development
- ◆ Social development
- ◆ Emotional development
- ◆ Language development.

These are described in the Appendix to the Statement of Standards for this Unit Specification. Candidates should be able to give examples for each aspect of development for each of the age groups in the Appendix to the Statement of Standards for this Unit.

PC (c) Candidates should consider that each child is unique with their own personality, abilities, looks, feelings and experiences, never repeated in any other child. All of these parts make up the whole child. Candidates should consider how the aspects of development are inter-related to create the whole picture. Candidates could consider skills mastered by children at different ages and identify each aspect of development and how one is reliant upon the other. Candidates could also consider the consequences to the child if one aspect of development is more advanced or delayed than the others.

National Unit Specification: support notes (cont)

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Outcome 2

PC (a) Candidates should be encouraged to consider their own definition of health prior to examining those offered by the World Health Organisation (WHO). In 1948 the WHO defined health as: *'a state of complete physical, mental and social well being and not merely the absence of disease or infirmity'*. This should be presented as a far sighted definition for the time because it presented a holistic view, including mental and social well-being, as well as physical. However it does not allow for people to have a condition or disability and still be healthy, e.g. people with conditions such as asthma, diabetes or those with a sensory impairment. Candidates should be encouraged to add to this list.

In 1984 the WHO updated their definition: *'the extent to which an individual or group is able, on one hand, to realise aspirations and satisfy needs: and, on the other hand, to cope with change or to cope with the environment. Health, therefore, is seen as a resource for everyday life, not an object of living: it is a positive concept emphasising social and personal resources, as well as physical capacities.'* This definition also reflects the holistic approach to health as well as acknowledging the positive and transient nature of health.

PCs (b) and (c). A need is a requirement that must be satisfied in order that children not only survive, but grow and develop and may enable them to reach their full potential. The nature of need is ever changing, according to the age and stage of development and life circumstances of the child. Candidates should be aware of the need to support the health needs of children in a holistic way because each child is a unique human being with individual requirements. Candidates should consider each aspect of health in order to provide for children's overall health needs. It should be pointed out to candidates that these needs are inter-related and that as one need is met it can have an effect on some or all of the others.

The word health is derived from the old English word *'hael'* which means whole. Therefore any definition should reflect all aspects of health. Candidates should compare these aspects of health with the aspects of development given in Outcome One and make links between them.

Physical health needs relate to the physical functioning of the body. Consideration should be given to:

◆ Food is needed for growth, the repair of tissues, energy, heat, to fight infection and to maintain body systems. Candidates should be made aware of the importance of a balanced diet in maintaining a healthy body. They should explore the components of a balanced diet and investigate the role each component has in promoting physical health. They could also explore the effect which the lack of a balanced diet may have on the physical health of the child.

◆ Rest and sleep – candidates should be aware that the amount of rest and sleep varies according to the age and stage of development as well as the individual. They should be made aware of the importance of rest and sleep to the body and the benefits that it brings in terms of increased appetite, increased energy, increased resistance to infection and increased concentration. Candidates could look at the rest and sleep needs of a variety of ages of children and the causes and effects of sleeplessness in children.

◆ Warmth – candidates should be aware that the average temperature of the body in good health is within the range 36.2°C and 37.2°C. They should describe why it is important to keep babies warm and ways to keep them warm. They should find out what is meant by hypothermia and how this can be prevented.

National Unit Specification: support notes (cont)

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- ◆ Protection from injury – candidates should be aware of the vulnerability of children to injury. They could link this to the developmental age and stage of the child and consider ways that adults can prevent accidents occurring in a variety of contexts.
- ◆ Exercise - candidates should be aware of the importance of exercise in promoting not only physical development in children but also as a means to maintaining health and happiness as well as a harmless outlet for aggression.
- ◆ Fresh Air - candidates should be aware of the effects of the lack of fresh air and poor ventilation on the health and development of children. These can include feelings of tiredness, lack of concentration and headaches. Yawning and sighing are not just signs of boredom but attempts by the body to get more air in and out of the lungs. Fresh air can enhance cognitive processes and reduce the risk of infection.
- ◆ Hygiene - candidates should be aware of the importance of high standards of personal hygiene in childhood; this can help prevent infection, help prevent skin disorders, increase self-esteem and social acceptance and establish patterns in later life. Candidates should be aware of ways in which the adult can promote high standards of personal hygiene in children, e.g. encouraging hand washing after toileting and teeth cleaning after eating. Candidates should also be aware of the need for high standards of environmental hygiene. There are policies and procedures in all early education and childcare settings to ensure children's health and well-being.
- ◆ Medical care - candidates should be aware of the importance of medical care in the promotion of the health needs of children. They should consider the role of the health visitor/public health practitioner and child health surveillance in monitoring the health and development of the child. The role of immunisation programmes could also be considered and candidates could examine literature and leaflets used to promote such programmes. They should also be aware of the potential side effects and contra-indicators of immunisation to enable them to take a balanced view.

Social health needs relate to the way we interact with others and form relationships. Candidates should be aware that social interactions enable children to develop a sense of identity and self-esteem. They should be aware of the importance of both primary and secondary socialisation on the health and well-being of the child. Candidates should be aware of the role of the adult in both of these stages and the influence of the family and other carers. The promotion of social health in children encourages appropriate behaviour, a sense of security and an understanding of their place and belonging in a social system.

Cognitive health needs relate to the ability to think clearly and logically. As described in the aspects of development, children require to learn how to concentrate, use their memory and make decisions. They should also learn concepts which will help them in their lives to maintain their sense of well-being.

Emotional health relates to the way we express emotions. It also relates to the way we cope with stress/anxiety. Some of the emotional health needs are:

- ◆ Affection/love
- ◆ Belonging
- ◆ Consistency
- ◆ Independence
- ◆ Achievement
- ◆ Social Approval
- ◆ Self-Esteem.

National Unit Specification: support notes (cont)

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Candidates should look at the importance of these across the age range and identify adults in the child's life who can meet these needs. The link should be drawn between this and social health needs.

Outcome 3

PC (a): Candidates should consider the influences on the health and development of the child in an integrated manner. The influences to be considered are:

- ◆ Biological: genetic influences
- ◆ Environmental: social and cultural issues, housing, play areas, pollution, pre-school provision
- ◆ Life Circumstances: position in family, moving to a new home, starting school, children who use more than one language, type of family.

Candidates should be encouraged to expand the lists provided for each influence given and they should look at both the positive and negative influences. Care should be taken to ensure that a stereotypical view is not taken by candidates. They should be encouraged to find relevant topical issues.

PC (b): Candidate should investigate a range of initiatives that support the health and/or development of the child. These could be statutory or non-statutory, agencies or individuals at a national or local level. They should be aware of how these initiatives support the health and /or developmental needs of children. It is important that candidates investigate current initiatives and they should be aware that these are liable to change and are often dependant upon funding.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

An integrated approach should be taken with the delivery of this Unit. There is no requirement to teach the Unit by Outcome, and the approach taken should allow the candidates to see the links between the health and development of the child. The approach taken throughout the Unit should be a practical interactive one, with candidates presented with workshops and opportunities for active learning. There should be a balance between teacher/lecturer presentation and candidate centred learning. Advice on approaches to learning is integrated throughout the previous section.

Some of the approaches used could include:

- ◆ Small group exercises
- ◆ Case studies
- ◆ Worksheets
- ◆ Individual research, including the use of the internet
- ◆ Video/audio material
- ◆ Use of relevant visiting speakers
- ◆ Visiting speakers, e.g. health visitor/public health practitioner
- ◆ Visits to initiatives, e.g. baby clinic.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit is laid out clearly 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. A variety of approaches could be used. A holistic approach to assessment across outcomes and other Units in the *National Certificate Group Award: Early Education and Childcare (Higher)* should be taken, where possible. Assessment time allocated for this Unit should not exceed one hour.

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

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The age range of this Unit is 0-12 years. This is divided into the following age groups:
0-3 years; 3-5 years; 5-8 years; 8-12 years.

Outcome 1:

The five aspects of development are:

- ◆ **Physical development** relates to the development of the body. It includes growth in height and weight as well as improvements in physical ability and skills. It involves the development of gross motor and fine motor skills as well as balance.
- ◆ **Emotional development** is about learning about your feelings. Emotional development can be described as the development of the child's ability to control and express feelings in appropriate ways.
- ◆ **Social development** is the acquisition of the skills, attitudes and manners required to interact and relate with other people in socially appropriate ways. It is closely linked to emotional development.
- ◆ **Cognitive development** is the development of the mind or the thinking part of the brain. It concerns how children learn, think and understand by using their senses, memory, imagination and concentration.
- ◆ **Language development** is about learning to speak and communicate. It includes the use of language and speech and many other functions such as listening and understanding, reading and writing and the use of non-verbal communication.

Outcome 2

The health needs of children are:

- ◆ Physical health needs
- ◆ Social health needs
- ◆ Cognitive health needs
- ◆ Emotional health needs.

Outcome 3

The factors affecting children's health and development are:

- ◆ Biological
- ◆ Environmental
- ◆ Life circumstances.