



Higher National Unit specification

General information

Unit title: Child Development: Theory into Practice (SCQF level 7)

Unit code: H5XJ 34

Superclass: PH

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Source: Scottish Qualifications Authority

Version: 01

Unit purpose

The purpose of this Unit is to introduce the candidate to theories of child development and how these can be applied in practice by a range of professionals when caring for children, young people and their families or carers. The Unit will also explore the role of play in supporting holistic development in children and young people. In addition the candidate will investigate contemporary literature, and local and national policies which promote and support children and young people's development.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Demonstrate an understanding of developmental theories relating to children and young people.
- 2 Describe how the children and young people's nurse/carer integrates theory into their practice.
- 3 Investigate a range of initiatives, policies, individuals and organisations which promote child development and wellbeing.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

Although entry is at the discretion of the centre, it is recommended that candidates should have good communication skills, both written and oral. These can be evidenced either by the achievement of nationally recognised qualifications for example Higher English or a qualification equivalent to SCQF level 6 or by the completion of a pre-course interview part of which could take the form of a written assignment. In addition to this, candidates should preferably have worked in a related field or have undertaken some work experience, paid or voluntary, in a care setting.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

If it is being delivered as part of a Professional Development Award (PDA) it should be taught and assessed within the subject area of that PDA.

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.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher 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 SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Demonstrate an understanding of developmental theories relating to children and young people.

Knowledge and/or Skills

- ◆ Theories relating to the development of children and young people
- ◆ Awareness of language acquisition and development
- ◆ Functions of normative and therapeutic play in child development
- ◆ The importance of play in supporting children and Young People's holistic development

Outcome 2

Describe how the children and young people's nurse/carer integrates theory into their practice.

Knowledge and/or Skills

- ◆ Integrating play and theories into practice
- ◆ Awareness of developmental assessment tools
- ◆ The importance of normal play in assessing developmental milestones
- ◆ The importance of play/therapeutic play in parental attachment
- ◆ Different types of play experiences that can be adapted to meet the needs of the child or young person
- ◆ Different types of play appropriate to stages of development.
- ◆ Facilitating resilience in play to safeguard children

Outcome 3

Investigate a range of initiatives, policies, individuals and organisations which promote child development and wellbeing.

Knowledge and/or Skills

- ◆ Local and national statutory and non-statutory policies and guidelines in relation to child development and wellbeing
- ◆ The role of a range of individuals and organisations in promoting child development and wellbeing through play

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

- ◆ demonstrate an understanding of a range (three) of developmental theories.
- ◆ demonstrate an understanding of developmental milestones.
- ◆ demonstrate an understanding of the importance of linguistic and communication development.
- ◆ describe the different types of assessment tools that can be used to assess growth and development.
- ◆ demonstrate an understanding of the different types and stages of play in child development.
- ◆ demonstrate an understanding of the function of normative and therapeutic play, and the nurse's/carer's role in integrating this into their practice.
- ◆ the importance of play in supporting children and young people's holistic development.
- ◆ describe the different uses of play as an assessment tool.
- ◆ describe the nurse's/carer's role in educating parents in the benefits of play.
- ◆ Identify a range of appropriate play experiences in relation to the child or young person's age and stage of development.
- ◆ understand the need for appropriate play activities to support the child or young person with additional support needs.
- ◆ understand the concept of 'safeguarding'.
- ◆ demonstrate an understanding of the health and safety risks associated with a range of play opportunities.
- ◆ understand the need for positive risk taking and decision making amongst children and young people participating in play.
- ◆ demonstrate an understanding of three current initiatives and three policies that promote the growth and development of the child and young person.
- ◆ understand the impact that these may have on the role of the CYP nurse/carer.
- ◆ investigate the role of a range of individuals such as; carers, family, CYP nurse, health visitor, public health nurse, school nurse GP, social worker and allied health professionals involved in the promotion of child development and wellbeing.
- ◆ investigate a range of organisations involved in the promotion of child development and wellbeing such as; nursery, playgroups, schools, after school clubs, guides, brownies, scouts, Prince's Trust.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and 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

Whilst it is not an identified learning Outcome it is strongly recommended that the delivery of this Unit is based upon the candidate having an understanding of the **10 Essential Shared Capabilities**:

- ◆ Working in Partnership
- ◆ Respecting diversity
- ◆ Practising ethically
- ◆ Challenging equality
- ◆ Promoting recovery, wellbeing and self- management
- ◆ Identifying people's needs and strengths
- ◆ Providing person-centred care
- ◆ Making a difference
- ◆ Promoting safety and risk enablement
- ◆ Development planning

It is recommended that the candidates gain a knowledge and understanding of the capabilities and can see how these apply in the context of their professional practice and working environment.

The 10 Essential Shared Capabilities can be accessed at:

http://www.nes.scot.nhs.uk/media/351385/10_essential_shared_capabilities_2011.pdf

Outcome 1

The candidate must be able to demonstrate an understanding of normative child development by describing a range of developmental theories such as; Vygotsky, Piaget, Erikson, Kohlberg, Steiner, Rogers, Maslow, Kellmer-Pringle, Chomsky. This should be linked to developmental milestones and their importance in observing and assessing child development. This must also include an understanding of the importance of linguistic and communication development. In addition the candidate should be able to understand how to apply these theories in practice.

Higher National Unit Support Notes (cont)

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In addition the candidate will explore different play theories including normative and therapeutic play, and how these relate to normal growth and development and their assessment.

The candidate will also gain an understanding of the importance of play in supporting children and young people's holistic development.

Outcome 2

Understand how the CYP nurse or carer applies knowledge of play and development to assess children and young peoples' growth and development. This should include a variety of assessment tools such as centile charts. In addition the candidate will gain an understanding of how the CYP nurse or carer applies knowledge of child development such as play in a therapeutic manner for example distraction techniques during procedures.

Understand how the CYP nurse or carer applies knowledge of child development such as play in health promotion for example sexual health education/healthy eating programmes. The candidate should explore a variety of play experiences that are appropriate for the different ages, developmental stages and developmental needs of the child or young person. The needs of the child or young person should be considered in terms of their social, emotional, physical, cognitive, cultural and spiritual needs of the child or young person should be considered.

The consequences of a lack of play opportunities for children and young people should be considered in relation to the impact on their holistic development.

The Unit should also explore the different types of play that the nurse or carer can employ to support growth and development and are appropriate to individuals with additional support needs, this could include for example, looking at sensory rooms.

In addition the candidate should understand the concept of safeguarding and be able to assess risk associated with different types of play opportunities to ensure the safety of the child or young person.

This would include being able to understand risk assessment and relevant health and safety legislation and the nurse/carer's role in safeguarding children and young people.

In order to promote healthy development the candidate should understand the concept of positive risk taking and be able to encourage children and young people to assess risk in their play activities to promote independence and resilience.

Higher National Unit Support Notes (cont)

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Outcome 3

To ensure that the candidate develops an understanding of current approaches, the Unit should explore local, national, statutory and non-statutory policies and guidelines that relate to development and wellbeing. This could include:

- 1 European Convention on the Rights of the Child
- 2 Getting it Right for Every Child
- 3 'It's everyone's job to make sure I'm alright'
- 4 Emergency Care Framework for Children and Young People in Scotland
- 5 The Early years Framework

In addition the candidate should investigate individuals involved in the promotion of child development and wellbeing through play and be familiar with the different roles and responsibilities of each, this could include; carers, family, children and young people's nurse, health visitor, public health nurse, school nurse, GP, social worker, nursery nurse, and allied health professionals. Finally this Outcome will explore a range of different organisations that promote child development and wellbeing. This should include statutory and non- statutory bodies such as; nurseries, play groups, after school clubs, breakfast clubs, schools, Brownies, Guides, Scouts, and the Prince's Trust.

Guidance on approaches to delivery of this Unit

When delivered as part of the HNC Care and Administrative Practice achievement of this Unit and the double credit Unit *Children and Young People's Nursing; an Introduction* may give candidates the knowledge and understanding to apply for entry to Year 2 of the Children and Young People's (CYP) nursing degree programme. As part of the PDA in Developing Professional Practice in Health and Social Care it will equip candidates with the knowledge and understanding to work in a supporting role with children and young people to promote development, health and wellbeing through play.

The Knowledge and Understanding highlighted in this Unit provide a theoretical base for further study and the Outcomes are written to be delivered in sequence.

It is expected that candidates who are undertaking this PDA whilst in practice will evidence their ability to link theory to practice and record their clinical competence through either a:

- 1 Record of Achievement
- 2 Skills passport
- 3 Competency Framework
- 4 Learning Contract
- 5 Reflective Portfolio

Higher National Unit Support Notes (cont)

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Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Outcomes 1 and 2 could be assessed through an integrated assessment comprising a case study or reflective account based on an individual the candidate has cared for during placement. Alternatively a 'seen' case study, with short answer questions given out under closed-book conditions could be used to assess knowledge and understanding. Where appropriate a pass mark of 60% should be applied.

Outcome 3 could be assessed through a research project, either as a group activity or an individual activity. If it is a group activity then each candidate will have to produce written supporting evidence of their contribution to the activity.

Where appropriate all assessments should be word processed, academically written and referenced using Harvard Referencing.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

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Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of:

Communication at SCQF level 6

Problem Solving at SCQF level 5

Working with Others at SCQF level 5

Information and Communication Technology (ICT) at SCQF level 5

in this Unit, although there is no automatic certification of Core Skills or Core Skill components.

Communication — will be evidenced via the candidate's work with individuals and groups as well as within written assessments.

Problem Solving — Critical Thinking, Planning and Organising, Reviewing and Evaluating will be evidenced through supervision in the candidate's workplace and within written assignments.

Working with Others — will again be evidenced in the candidate's ability to interact, communicate and negotiate with those with whom they come into contact.

Information and Communication Technology (ICT) — could be evidenced by the use of standard applications to obtain and process information and data for assignments.

Suggested Reading

Bee. H.L. 2011, *The Developing Child* 13th Edition, Pearson, UK.

Brooker, C. Waugh, A. 2007, *Foundations of Nursing Practice: Fundamentals of Holistic Care*, Mosby. London.

Bruce. T, 2004, *Development Learning in Early Childhood*, Sage Publications Ltd, London.

Chamley. C, Carson. P, Randall. D, Sandwell. W.M, 2005, *Developmental Anatomy and Physiology of Children: A Practical Approach*, Churchill Livingstone, Edinburgh.

Davenport. G.C. 1997, *An Introduction to Child Development*, 2nd edition, Collins.UK

Fromberg. D.P. & Lergen, D. 2006, *Play From Birth To Twelve: Contexts, Perspectives and Meanings* 2nd Edition, Routledge, London.

Glasper, E. & Richardson. 2010, *A Textbook of Children's and Young People's Nursing*, 2nd edition, Churchill Livingstone, Edinburgh.

Hall. D.M.B & Elliman. D, *Health For All Children*, Revised Fourth Edition, Oxford Press, New York.

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Matt. M, & Zeimian. J, 1982, *Human Anatomy Colouring Book*, Dover Publications Inc. USA

MacGregor. J, 2008, *Introduction to the Anatomy and Physiology of Children: A Guide for Students of Nursing*, 2nd edition Routledge, New York

Pound. L, 2005, *How Children Learn: From Montessori to Vygotsky- Educational Theories and Approaches Made Easy*, Step Forward Publishing Ltd, London.

Pound. L, 2009, *How Children Learn: Contemporary Thinking and Theorists* Step Forward Publishing Ltd, London.

Pound, L. 2011, *How Children Learn: Special Education Needs and Inclusion*, Step Forward Publishing Ltd, London.

Sandgrund. A, & Schaeter. C. (eds), 2000, *Play Diagnosis and Assessment*, John Wiley and Sons, London.

Sheridan. M, Sharma. A, Cockerill. H, 2008, *From Birth to Five Years: Children's Developmental Progress*, Routledge, Taylor and Francis Group, London and New York.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Child Development: Theory into Practice (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

Through this Unit you will be introduced to the theories of child development and the significance of developmental milestones in assessing development. Theories of play will then be introduced and you will look at these in relation to how the CYP nurse or carer applies them to practice to support the development and health and wellbeing of children and young people. You will understand the importance of linguistic and communication development and how play can be used to assess development and different functions of normal and therapeutic play. The practical application of these theories will be discussed and you will explore how to apply them in a range of care settings, you will investigate how they can be adapted to support every child and young person to ensure individual needs are met and development and health and wellbeing are promoted. In addition different assessment tools will be explored in relation to assessing growth and development.

In addition you will also gain an understanding of the importance of the nurse's/carer's role in educating parents on the importance of play and how to use play with their child to promote and encourage growth and development.

It is recognised that children need to be able to assess risk and make decisions for themselves and you will be looking at how to facilitate this in children whilst maintaining their safety. The final Outcome will help you to become familiar with local and national policies that promote the development, health and wellbeing of children and young people (CYP) and through a group or individual research project you will investigate statutory and non-statutory policies and guidelines that support this. In addition it is important that you are familiar with the individuals, professionals and organisations that promote CYP's development, health and wellbeing and so you will research the role of the CYP's nurse, health visitor, public health nurse, school nurse, GP or Social worker and organisations such as Childline to gain a better understanding of the important role these individuals and organisations have.

Play can help improve children's emotional wellbeing and may alleviate mild emotional behaviours or psychological problems that may be preventing the child from functioning normally. Play can facilitate communication and attachment between nurses/cars and parents/guardians. It is also a useful tool in lessening children's anxieties when undergoing life changes, such as, hospitalisation, anaesthesia/surgery, changes in family structures, bereavement and addition of a new sibling. Children will reveal their hopes and fears via play providing nurses/carers and parents/guardians with an insight into the child's emotional state. The use of play encourages parental development and attachment via play and can help to relieve some negativity of hospitalisation. It is advisable to include siblings in play as this helps them to express their emotions and fears surrounding their family.

The assessment of this Unit could be divided into two assessments, learning Outcomes 1 and two could be combined and assessed through a reflective account or a case study and the third Outcome could be an individual or group research activity.