

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7260204**UNIT TITLE:** CHILD DEVELOPMENT: AN INTRODUCTION

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. DESCRIBE DEVELOPMENT OF CHILDREN FROM BIRTH TO SEVEN YEARS

PERFORMANCE CRITERIA

- (a) The definition of the aspects of development is correct.
- (b) The identification of significant points of each aspect is accurate in terms of the progression of the child's development.
- (c) The description of the ways in which aspects of development are inter-related is clear.

RANGE STATEMENT

Aspects: physical, cognitive, language, emotional and social.

Age range: birth to one year; one to three years; three to five years; five to seven.

EVIDENCE REQUIREMENTS

Written evidence generated by discussion, worksheets, notes and individual/group investigations.

OUTCOME

2. DESCRIBE FACTORS WHICH MAY AFFECT THE DEVELOPMENT OF THE CHILD

PERFORMANCE CRITERIA

- (a) Explanation of principal factors which may affect development is accurate.

- (b) Description of how each factor may assist development is relevant in terms of the age of the child.
- (c) Description of how each factor may impede development is relevant in terms of the age of the child.

RANGE STATEMENT

Factors: biological; environmental; life circumstances; health.

Age range: birth to one year; one to three years; three to five years; five to seven years.

EVIDENCE REQUIREMENTS

Written evidence generated by discussion, worksheets, notes and individual/group investigations.

OUTCOME

3. DESCRIBE THE POSSIBLE STRATEGIES WHICH MAY BE USED IN MAKING AN ASSESSMENT OF A CHILD'S DEVELOPMENT

PERFORMANCE CRITERIA

- (a) The identification of a range of strategies is comprehensive in relation to gathering information on a child in a given setting.
- (b) The description of the purpose of information gathering is relevant to child development.

RANGE STATEMENT

Strategies: observation; oral or written information gathered from parents significant people in the child's life; colleagues and other professionals; time sampling - long term; short term.

Settings: domestic care; group care.

EVIDENCE REQUIREMENTS

Written evidence generated by discussion, case studies, notes and investigations.

ASSESSMENT RECORDS

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by

the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of Support Notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 7260204

UNIT TITLE: CHILD DEVELOPMENT: AN INTRODUCTION

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 60 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This unit aims to increase the candidate's awareness and understanding of normal child development. It provides the basis for investigation of development, the factors affecting child development and a range of strategies for purposes of assessment.

It is suitable for candidates undertaking programmes in Child Care and Education e.g. SVQ Level II and would integrate well with a number of other modules including:

Play Experiences for the Young Child
Promoting Positive Behaviour in Children
Providing for an Early Years Curriculum
Care and Feeding of Babies
Partnerships in Child Care and Education
Promoting Equal Opportunities
Children with Special Needs
Promotion of Child Health

This unit would be useful for candidates working in a child care and education setting including the private, public and voluntary sectors. It would also be of interest to those who may wish to work in this field and who would like to increase their awareness of child development before doing so.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This unit enables you to gain an understanding of normal child development from birth to seven years, an awareness of the factors which may influence development and strategies which are useful for purposes of assessment.

CONTENT/CONTEXT Corresponding to Outcomes 1-3:

1. Candidates should normal development in children from birth to seven years. This should include the physical, cognitive, emotional and social aspects of development together with language development. Each of these should be examined individually then linked with all other aspects to show inter-relationships. Since it is vital that candidates have a clear understanding of growth and development it is important that these points are considered across all the age range from birth to seven years.

Physical Aspects: gross motor skills, fine motor skills, co-ordination, balance and control. Development of skills e.g. walking; running; climbing; jumping; balancing; using a pencil; cutting with scissors. Opportunities to encourage such development indoors and outdoors should be considered as should the importance to development of a well-balanced diet, exercise, rest and sleep.

Opportunities to promote these elements should be explored.

Cognitive Aspects: five senses, imagination, concentration, memory, concepts eg. colour, space, size, shape, time.

Emotional Aspects: a range of feelings; self-esteem; independence. Ways of encouraging sound emotional development should be explored.

Social aspects: developing relationships within and outwith the family circle.

Candidates should be made aware of means of fostering social relationships.

Language: development of speech, development of communication both verbal and non-verbal.

Candidates should explore ways of encouraging children to use language and should recognise the value of listening to an talking with children across the age ranges.

Within their investigations candidates should be helped to view the child as a whole person rather than concentrating only on specific aspects of development and should come to recognise deviations from the norm.

In exploring how to provide for a child's development candidates must understand the variation in cultural and religious practices and customs and their implications.

2. Candidates should consider the nature/nurture debate and the process of maturation.

The positive and negative effects of a range of factors which may affect normal development should be investigated.

Biological: genetic influences.

Health: physical; mental; hygiene; rest; exercise; fresh; air; immunisation.

Environmental: social and cultural issues; housing; play areas; pollution; pre-school provision.

Life circumstances: 'special needs; position in family; moving to a new home; starting school; hospitalisation; birth of sibling; death in family; children who use more than one language; stress; abuse; stereotypical views in the community.

Candidates should explore the role of the adult in promoting child development in children affected by one or more of the above.

3. Candidates should consider a range of strategies including observation techniques appropriate for the purposes of assessing a child's development. At all times candidates should understand the importance of respect for confidentiality. Gathering of oral or written information could be done in structured or unstructured ways and candidates should be aware, when gathering and presenting, the importance of distinguishing between fact and opinion.

At all times candidates should understand the importance or respect for confidentiality.

Observations may be short or long term with findings being recorded on questionnaires, checklists, logbooks, diaries, photographs, tape recordings or video tapes. these may be used to log general developmental progress or to concentrate on specific aspects. One child may be studied to match progress against scales of development or a group of children may be observed to compare stages and rate of progress.

Candidates should be helped to evaluate their observations in a meaningful way avoiding stereotypical assumptions and recognising variations in cultural and religious practices/customs.

'Significant people' could include family members; carer's; foster carers; neighbours.

Reference Materials

The following is neither prescriptive nor comprehensive but may provide useful reference material. Tutors should endeavour to ensure that current publications/editions are used and should feel free to supplement the list with other publications (new or otherwise) as appropriate.

A practical Guide to Child Development Vols. 1 and 2,

Valda Reynolds

(pub. Stanley Thornes)

ISBN (1) 0-85950-221-x

(2) 0-85950-240-6

"Finding out about child development",

Valda Reynolds

pub. Stanley Thornes

ISBN 0-85950-928-1

"Child Care and Health",
Jean Brain and Molly D Martin
Pub Stanley Thornes ISBN 1 - 871402-13-1

"Skills for Caring: Human Development",
Margaret Miller, Janet Campbell and Joan Carrigan
pub. Churchill Livingstone ISBN 0-443-04531-3

"Communicating with Children and Adults",
Pat Petrie
pub. Edward Arnold ISBN 0-340-49457-3

"Getting to Know You",
Lynne Bartholomew and Tina Bruce
pub Hodder and Stoughton ISBN 0-340-57632-4
'Child Development from Birth to 8: A practical Focus'.

Jennie Linden. pub. national Children's Bureau.

APPROACHES TO GENERATING EVIDENCE Tutor input should focus on providing a supportive environment in which candidates can investigate child development.

Candidates should be involved in teamwork under-taking their own research based on their own experiences, feedback from placements, use of relevant books, magazine/newspaper articles, video tapes, television documentaries and visits from appropriate speakers and, where possible, from children.

Candidates should be encouraged to keep a resource file on all aspects of this unit.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

REFERENCES

1. Guidelines for Module Writers.
2. SQA's National Standards for Assessment and Verification.
3. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
4. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.

An exemplar assessment pack for this unit is available from SQA. Please call our Sales and Despatch Section on 0141 242 2168 to check availability and costs. Quote product code B050.

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