

National Unit Specification: general information

UNIT	Child Development (Intermediate 1)
CODE	DM83 10
COURSE	Early Education and Childcare (Intermediate 1)

SUMMARY

This Unit is designed to introduce candidates to aspects of child development and the key milestones of development for children aged 0–12 years. Building on this knowledge they will, working as part of a group, investigate one aspect of child development in detail. They will present their findings and review and evaluate both the investigative process and the presentation.

This Unit is a mandatory Unit in the Course *Early Education and Childcare (Intermediate 1)* but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who may be considering employment in the early education and childcare sector or who wish to progress to further levels of study in early education and childcare.

OUTCOMES

- 1 Demonstrate knowledge and understanding of aspects of child development in the age range 0–12 years.
- 2 Investigate one aspect of child development from the age range 0–12 years.
- 3 Evaluate the investigation into an aspect of child development.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, centres should note that this Unit is at Intermediate 1 which is equivalent to Standard Grade, General level.

Administrative Information

Superclass:	PH
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National Unit Specification: general information (cont)

UNIT Child Development (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*).

**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 in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Child Development (Intermediate 1)

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

Demonstrate knowledge and understanding of aspects of child development in the age range 0–12 years.

Performance Criteria

- (a) Describe aspects of child development.
- (b) Identify key milestones in the development of children aged 0–12 years for each of the aspects.

OUTCOME 2

Investigate one aspect of child development from the age range 0–12 years.

Performance Criteria

- (a) Identify a range of sources of information for one selected aspect of development.
- (b) Prepare a plan for carrying out an investigation into the selected aspect of development.
- (c) Carry out the investigation into the selected aspect of development according to the plan.
- (d) Present the findings of the investigation in the format identified in the plan.

OUTCOME 3

Evaluate the investigation into an aspect of child development.

Performance Criteria

- (a) Review the effectiveness of the plan.
- (b) Review the methods used to carry out the investigation.
- (c) Review the effectiveness of the presentation.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Written/oral/graphical evidence is required to demonstrate that all Outcomes and Performance Criteria have been achieved.

The evidence for this Unit will be gathered by means of:

- ◆ a test of no more than 30 minutes, made up of short response questions and carried out under supervision. The test will cover knowledge and understanding of the aspects of child development. The achievement for this task will be determined by the use of a cut-off score
- ◆ the production of a folio, the evidence for which will be gathered by the candidate at relevant points during the Unit

The folio should contain:

- ◆ A plan for the investigation into an aspect of child development, to include:
 - the range of sources of information
 - a specified format for the presentation of the findings
- ◆ A description of the selected aspect of child development
- ◆ A review sheet relating to:
 - the effectiveness of the plan
 - the methods used to carry out the investigation
 - the effectiveness of the presentation

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.

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

Opportunities will arise in various practical contexts to discuss the value of general employability skills such as working co-operatively; taking advice and dealing with constructive feedback; planning and thorough preparation, learning through reflecting on experiences; problem solving and effective presentation skills. Candidates who complete this Unit will have been introduced to key aspects of knowledge for working in the sector.

Employability Skills

In this Unit candidates will have the opportunity to be assessed for:

- ◆ presentation skills
- ◆ planning and preparation
- ◆ gathering, collating and evaluating information
- ◆ organisational skills

Through Teaching and Learning this Unit provides an opportunity to raise awareness of the importance of:

- ◆ demonstrating a responsible attitude in all aspects of working with children
- ◆ completing set tasks and meeting deadlines
- ◆ good communication skills

Outcome 1

Knowledge and understanding of child development and children's developmental progress underpin all work in early education and childcare settings. In particular, candidates should be made aware of the four aspects of development listed below.

- ◆ **Physical development** relates to the development of the body. It includes growth in height and weight as well as progression in physical ability and skills. It involves the development of gross motor and fine motor skills as well as balance.
- ◆ **Emotional and social development** is about learning about your feelings. Emotional development is closely linked to social development. 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.
- ◆ **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.

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- ◆ **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.

Candidates will also gain an understanding of the significant stages or ‘milestones’ of each of these aspects as children grow and develop. They should relate these to each of the age groups specified in the Appendix to the Statement of Standards.

Outcomes 2 and 3

Candidates are required to select one of the aspects of development, prepare a plan for an investigation into this, carry out the investigation and then present the findings of the investigation. The presentation method should be included in the plan and should be selected by the candidates. A variety of methods could be explored such as:

- ◆ a display
- ◆ a power-point presentation
- ◆ a poster
- ◆ a report
- ◆ a leaflet

The presentation should be recorded in some way, eg by video or photograph for inclusion in the candidate’s folio of evidence. If a number of groups are working within one class it would be likely that they would choose different way to present their information.

Through their investigation, candidates should be aware that children’s developmental patterns follow the same sequence but that individual children develop at different rates. For instance, a child may crawl at age 6–7 months or not until age 12 months and both these ages are within the established ‘norm’. There are also children who never crawl but still progress to walking. As result of their investigation, candidates should be able to provide an explanation of the importance of the chosen aspect in terms of the developing child.

To carry out the investigation, candidates should have access to a range of sources of information, including:

- ◆ the internet
- ◆ personal testimony
- ◆ using books, magazines and periodicals
- ◆ visiting provision, eg crèches, toy libraries, baby clinics, after-school clubs
- ◆ outside speakers: parents, community health practitioners, children
- ◆ interviews: parents and children

Where outside speakers and visits are arranged, candidates should take responsibility for this by making phone calls and arranging hospitality and thank you letters. Consideration could be given to the allocation of one aspect of development to different groups and the sharing of all research gathered to draw conclusions.

National Unit Specification: support notes (cont)

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Following the presentation candidates should reflect on the investigative process and relate this directly to the plan made for Outcome 2 Performance Criteria (b). They should evaluate their contribution in the investigative process and in the presentation, in relation to the methods used and the contribution of others. This could be facilitated by the teacher/lecturer through individual tutorial sessions or by the candidate using a checklist. Candidates should be encouraged to look at their contribution positively — what they did rather than what they did not do.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

At Intermediate 1, the four aspects of development could be introduced by teacher/lecturer led activities, in order to give the candidates a basic understanding of these crucial aspects before they go on to investigate one of the aspects in some detail. The approach taken throughout the Unit should mainly be a practical interactive one, with candidates presented with workshops and opportunities for active learning. However, there is an important element of knowledge and understanding in this Unit and 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, eg health visitor/community health practitioner, parent
- ◆ visits to early education and/or childcare settings, eg baby clinic.

Outcome 1

For physical development, much use can be made of video materials showing an overview of the developmental progress of the child — studying the physical development of children at various stages. 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 and social developmental progress in children and the expected stages reached at different ages. Video materials can be useful in demonstrating stages of emotional and social development.

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.

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.

National Unit Specification: support notes (cont)

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Core Skills

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the teaching and learning process. In this Unit, candidates will participate in group discussion to develop communication skills. Presentation skills will also be enhanced when the candidate submits the findings from the investigation.

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 be carried out under supervision. A variety of approaches could be used.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: Appendix to the Statement of Standards

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The aspects of development are:

- ◆ physical development
- ◆ emotional and social development
- ◆ cognitive development
- ◆ language development

The age range of this Unit is 0–12 years divided into the following age groups:

- ◆ 0–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years