



National Unit Specification: general information

UNIT Supporting the Development of Children and Young People from birth to eighteen years (SCQF level 6)

CODE F7HR 12

SUMMARY

This Unit is designed to develop candidate's knowledge of the development of children and young people from birth to 18 years. The candidate will gain knowledge and understanding of general principles and theories of development. They will investigate and evaluate the influences on their development. They will evaluate resources that assess and support the development of children and young people and the role a range of professionals play in this process.

This Unit is a mandatory Unit in the PDA: Education Support Assistance (SCQF level 6). It is also suitable for candidates who may wish to study the Unit on its own. The Unit is suitable for candidates who may wish to gain employment in the education sector at support worker level or to progress onto appropriate higher level qualifications. It may also be suitable for those in the wider care sector who wish to study issues relating to child development at this level.

OUTCOMES

- 1 Explain the principles and theories of child development from birth to 18 years.
- 2 Evaluate factors that may influence the development of children and young people.
- 3 Evaluate resources that assess and support the development of children and young people.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ *Communication* at SCQF level 5
- ◆ A Course or Unit(s) in Early Education and Childcare at SCQF level 5
- ◆ A Course or Unit(s) in Care at SCQF level 5

Administrative Information

Superclass: PQ

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CREDIT VALUE

1 credit at SCQF level 6 (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 in this Unit. The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ *Communication* (SCQF level 5)
- ◆ *Working with Others* (SCQF level 5)
- ◆ *Problem Solving* (SCQF level 4)

These opportunities are highlighted in the Support Notes of this Unit Specification.

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.

OUTCOME 1

Explain the principles and theories of child development from birth to 18 years.

Performance Criteria

- (a) Describe the term child development.
- (b) Explain the holistic nature of child development.
- (c) Identify key milestones in each of the aspects of child development from birth to 18 years.
- (d) Relate aspects of development to appropriate developmental theories.

OUTCOME 2

Evaluate factors that may influence the development of children and young people.

Performance Criteria

- (a) Explain the influence of nature and nurture on the development of children and young people.
- (b) Investigate a range of factors which may affect the development of children and young people.
- (c) Using the information gathered, evaluate the factors that affect the development of children and young people.

OUTCOME 3

Evaluate resources that assess and support the development of children and young people.

Performance Criteria

- (a) Describe methods of assessing the development of children and young people.
- (b) Explain the role of a range of professionals who assess and support the development of children and young people.
- (c) Evaluate age appropriate resources that support the development of children and young people.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria.

There will be two instruments of assessment for this Unit. Candidates should pass them both to the required standard to achieve the Unit.

Instrument of Assessment 1

Outcomes 1 and 3

This should consist of restricted and extended response questions carried out under controlled conditions. A case study could be used as a stimulus. Candidates should have access to one page of notes which should be submitted with the assessment. Instrument of Assessment 1 should have a cut off- score of 60% and should take no more than one hour to complete.

Specific requirements:

- O1(c) All aspects of development and all age ranges to be sampled as outlined in the Appendix to the Statement of Standards.
- O1 (d) One developmental theory to be assessed from the list given in the Appendix to the Statement of Standards.
- O3 (a) One method of assessment to be described.
- O3 (b) The role of two professionals to be explained.
- O3(c) Two resources to be evaluated.

Instrument of Assessment 2

Outcome 2

The evidence for this Outcome should be gathered through the completion of an Investigation. The method of reporting is at the discretion of the centre. Candidates should select two of the factors as outlined in the Appendix to the Statement of Standards and report on both the positive and negative impact these factors may have on the development of the child or young person. They should also cover the influence of nature and/or nurture on the development of the child or young person. There is no cut-off score for this instrument of assessment and candidates are expected to meet the minimum Evidence Requirements of the Outcome.

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

This Unit is designed to introduce candidates to the principles of child development from 0–18 years. Candidates will study the broad principles of development and the key milestones of development across the age range. They will be introduced to related developmental theory. This aspect of the Outcome should not be over emphasised but be related to the aspect of development.

They will examine factors that impact of the development of children and young people. They should look at both the positive and negative influences of the factors but teachers/lecturers should ensure that there is not an over emphasis on the negative aspects and that candidates are not presented with a stereotypical view of the development of children and young people.

Candidates will investigate resources that assess and support the development of children and young people. Candidates in placement or in employment should be encouraged to look at current practice within their settings and local areas.

Outcome 1

The study of the growth and development of children underpins all work carried out with children and young people and candidates should be aware of what is meant by the term child development. They should be made familiar with the commonly accepted principles of child development. An understanding of these will assist the candidates 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 or young person 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 or young person 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 or young people who fall out with the norm might be labelled as different.
- ◆ Development is determined partly by the environment and partly by heredity (nature/nurture).

Candidates should be aware that child development is holistic. Children grow and acquire skills in all aspects of development as they mature. As they acquire physical skills they will also be developing language, cognitive, social and emotional and moral skills. Candidates should be aware that aspects of development should not be seen as separate strands but that each child or young person is unique in terms of their development.

National Unit Specification: support notes (cont)

UNIT Supporting the Development of Children and Young People from birth to eighteen years (SCQF level 6)

Candidates should consider the key milestones in the five aspects of development in children and young people aged from birth to 18 years in each of the following age groups: 0–3 years; 3–5 years; 5–8 years; 8–12 years; 13–18 years. The aspects of development and the age groups are given in the Appendix to the Statement of Standards and are therefore mandatory and all should be covered.

- ◆ **Physical development** relates to the development of the body. Milestones relate to the development of gross motor and fine motor skills and changes in the body at puberty.
- ◆ **Social and emotional development** is learning about feelings and relating with other people in socially appropriate ways. Milestones relate to expressions of emotion, awareness of other people and appropriate reactions to them.
- ◆ **Cognitive development** is the development of the mind or the thinking part of the brain. Milestones include the development of concepts and memory.
- ◆ **Language development** is about learning to speak and communicate. Milestones include early babbling, using single words and holding conversations, arguing and theorising.
- ◆ **Moral and spiritual development** is initially for children about behaviour and following a pattern of what is expected of them within the context. In the latter age range it is about moral reasoning and judgements where children and young people understand the reasons and values underpinning them. Moral development is closely linked to the child and young person's ability to think and reason.

Candidates could be presented with the work of appropriate developmental theorists as they study each aspect of development. The theorists to be covered are listed in the Appendix to the Statement of Standards and are therefore mandatory. Candidates are not expected to know the theoretical perspectives in depth and there is not a requirement within the scope of the Unit Specification to evaluate them but they should have an understanding of how each theoretical view informs understanding of the related aspect of development.

Outcome 2

Candidates should be presented with information to explain the influence of both nature and nurture upon the developing child or young person. They can be encouraged to give examples of both from their own families and there are case studies of twins growing up separately that provide stimulus for discussion. They should be aware that the patterns of development laid down through biological programming are only the beginning of the developmental process. They could also consider the cultural context of 'nurture', in that the development of children and young people is deeply influenced by their cultural environment and the people that care for them. They should consider that the biological part of development is integrated with the cultural part of development.

Candidates must investigate a range of factors that influence the development of children and young people. These are listed in the Appendix to the Statement of Standards and must be covered but a 'shopping list approach' should be avoided and this could be investigated through group work.

National Unit Specification: support notes (cont)

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The full age range should be covered and consideration should be given to those factors that may influence one age range but not another e.g peer groups may influence the older age groups but not necessarily the younger.

The candidate must display a sound understanding of how the factors have both a positive and negative and/or normalising influence and what this influence is on the development of the child or young person. They should be specific and take a holistic approach to development. They should use an evidence based approach to their investigation and should be discouraged from making generalised statements based on personal assumptions. Candidates should be clear that the development of a child or young person is influenced by a variety of factors and these are dynamic and change within the life of the child. They should also consider the uniqueness of each child.

Outcome 3

Candidates should be presented with a range of tools to assess and support the development of children and young people. These should cover the whole age range and all aspects of development but it should be noted that at particular ages specific aspects of development are focussed on. The methods of assessments are listed in the Appendix to the Statement of Standards and all should be covered.

Candidates should consider resources that are appropriate to a particular age range but should also consider those that encompass the full age range. They may wish to consider and compare age appropriate ways of assessing aspects of development, eg sight test for babies and pre readers compared to sight tests for children who are literate. They could also compare transition documents from one setting to another, eg nursery to primary, primary to secondary and the differing ways of recording children and young people's developmental progress.

They should also understand that many of the methods described measure a child or young person's development against a pre-determined norm and the impact it may have on the child or young person who may appear to 'fail' a test. Candidates who are in placement or who are employed should be encouraged to give examples from their own practice, eg National Testing within the primary sector and formal examinations in the latter stage of secondary.

They should explain the role of a range of professionals who assess and support the development of children and young people. These may be professionals who assess and support specific aspects of development where a possible developmental delay has been identified, such as the Speech and Language Therapist or Physiotherapist, but they should also consider the role of professionals who support the general development of children and young people such as teachers, nursery nurses, health visitors, Education Support Assistants etc

Candidates should examine and evaluate a wide range of resources designed to support the development of children and young people. There may be specific resources such as toys and other learning devices and activities. They could consider a particular resource that adapts and changes as the child develops, eg writing implements, books, scissors

National Unit Specification: support notes (cont)

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They should also consider resources such as:

- ◆ Leaflets and posters designed to give information to parents/carers
- ◆ Information and web-sites designed for adolescents
- ◆ Popular TV programmes that may focus on development, eg Child of Our Time
- ◆ Parenting magazines

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this Unit there should be a balance between teacher/lecturer presentation and candidate-centred learning. Outcomes 1, 2 & 3 can be explored using a variety of methods:

- ◆ Small group exercises
- ◆ Case studies
- ◆ Worksheets
- ◆ Individual research including the use of appropriate websites
- ◆ Video/audio material
- ◆ Visiting speakers or interviewing key professionals
- ◆ Group investigation of factors and feedback to class through presentation of findings
- ◆ Reading list and access to reference material
- ◆ Use of text books, periodicals and journals

Teachers/lecturers should ensure that the all aspects of development are covered and examples of development are given across the whole age range 0–18 years. For example: it is useful for candidates who may work with children and young people in the upper age range to consider and be familiar with the development of children in the younger age range.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Throughout this Unit there are opportunities to develop the following Core Skills during learning activities and through the production of evidence for formative and summative assessments:

- ◆ *Communication* at SCQF level 5
- ◆ *Working with Others* at SCQF level 5
- ◆ *Problem Solving* at SCQF level 4

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.

Opportunities for the use of 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 e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

National Unit Specification: Appendix to the statement of standards

UNIT Supporting the Development of Children and Young People from birth to eighteen years

Outcome 1

The aspects of development for this unit are:

- 1 Physical development.
- 2 Cognitive development.
- 3 Language development.
- 4 Emotional development.
- 5 Social development.
- 6 Moral and spiritual development.

The age range birth to eighteen years is divided into the following age groups:

- 1 Birth to three years.
- 2 Four to six years.
- 3 Seven to 12 years.
- 4 Thirteen to 18 years.

Developmental theories to be covered are:

- 1 Bowlby's attachment theory.
- 2 Piaget's theory of cognitive development.
- 3 Chomsky or Skinner theories of language development.
- 4 Kohlberg's theory of Moral development.

Outcome 2

Candidates should investigate factors that may have a positive and negative impact on the development of the child or young person. They should investigate:

- 1 Environmental factors.
- 2 Social factors.
- 3 Genetic factors.
- 4 Health factors.

National Unit Specification: Appendix to the statement of standards (cont)

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Outcome 3

The following methods of assessing the development of a child or young person should be covered:

- ◆ Naturalistic observation
- ◆ Developmental checklists and charts, including growth percentiles
- ◆ Developmental Screening
- ◆ Baseline testing
- ◆ Summative assessment
- ◆ Formative assessment
- ◆ Children's profiles
- ◆ Transition documents
- ◆ Individual Learning Plans