



## National Unit specification

### General information

**Unit title:** Development of Children and Young People  
(SCQF level 6)

**Unit code:** HF59 46

**Superclass:** PN

**Publication date:** July 2016

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit is a mandatory Unit of the National Progression Award: Social Services Children and Young People, but is also suitable for learners wishing to study the Unit on its own.

This Unit is designed to introduce learners to the principles of development and of children and young people. Learners will learn what is meant by the progression of development of children and young people and the inter-relationship between all aspects of that development.

Learners will also learn about the perspectives of the development of children and young people and how a variety of influences and circumstances may affect their development. The Unit is suitable for learners who may be considering employment in the early learning, childcare and playwork sector(s) working under supervision or to progress onto higher level *Social Services (Children and Young People)*, *Playwork* and *Childhood Practice* qualifications.

### Outcomes

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

- 1 Investigate the principles and perspectives of development for children and young people.
- 2 Investigate how a variety of influences and circumstances relate to the development of children and young people.

## General information (cont)

**Unit title:** Development of Children and Young People  
(SCQF level 6)

## Credit points and level

0.5 National Unit credit at SCQF level 6 (3 SCQF credit points at SCQF level 6).

## Recommended entry to the Unit

While entry is at the discretion of the centre, learners would normally benefit from having attained one of the following, or equivalent:

- ◆ a *Communications* Unit at SCQF 5.
- ◆ a Unit from SCQF level 5 — *Early Education and Childcare*.

## 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. This Unit is a mandatory Unit of the National Progression Award — *Social Services: Children and Young People*.

## 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](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit specification: Statement of standards**

**Unit title:** Development of Children and Young People  
(SCQF level 6)

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**

Investigate the principles and perspectives of development for children and young people.

#### **Performance Criteria**

- (a) Explore what is meant by the principles and perspectives of development of children and young people.
- (b) Explain the progression of development for children and young people.
- (c) Explain ways in which development is individual to each child and young person.

### **Outcome 2**

Investigate how a variety of influences and circumstances relate to the development of children and young people.

#### **Performance Criteria**

- (a) Explore current influences on the development of children and young people.
- (b) Explain how a variety of circumstances relate to the development of children and young people.

### **Evidence Requirements for this Unit**

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

For this Unit, learners will be required to provide evidence of their understanding of:

- 1 The principles and perspectives of development for children and young people.
- 2 How a variety of influences and circumstances relate to the development of children and young people.

Learners must produce a research project based on the information they have gathered in the Unit across the two Outcomes.

## **National Unit specification: Statement of standards**

**Unit title:** Development of Children and Young People  
(SCQF level 6)

This project should include the following:

- ◆ Principles and perspectives of development.
- ◆ At least two influences and two circumstances relating to the development of children and young people.

The evidence must cover aspects of development which are progressive and interrelated for children and young people:

- ◆ Physical development
- ◆ Social and emotional development
- ◆ Cognitive development
- ◆ Language development

Written and/or oral evidence for this Outcome will be produced. It will be gathered at an appropriate point during the learners' study of the Unit, once they have learned about the principles of development for children and young people in each of the following progressive stages: pre-birth, infant; early childhood; childhood: adolescence. The work will also include a list of resources and referenced appropriately.

Exemplification of assessment is provided in Unit Assessment Support. Advice and guidance on possible approaches to assessment is provided in the Unit Support Notes.



## National Unit Support Notes

**Unit title:** Development of Children and Young People  
(SCQF level 6)

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 20 hours.

### Guidance on the content and context for this Unit

A holistic approach should be taken in the delivery of this Unit. There is no requirement to teach the Unit Outcome by Outcome, and the approach taken should allow the learners to see the importance of the development of children and young people. The approach taken throughout the Unit should be a practical interactive one, with learners presented with workshops and opportunities for active learning. There should be a balance between teacher/lecturer presentation and learner centred learning. Advice on approaches to learning is integrated throughout the previous section.

Some of the approaches used could include:

- ◆ Practical exercises in small groups
- ◆ Case studies
- ◆ Worksheets
- ◆ Individual research, including the use of the internet
- ◆ Video/audio material
- ◆ Use of relevant visiting speakers
- ◆ Visiting speakers, eg health visitor, public health practitioner, early learning managers, playwork managers
- ◆ Visits to initiatives, eg baby clinic, nurseries, out of school centres, outdoor nurseries

Learners will work under the Scottish Social Services Council (SSSC) Codes of Practice. This Unit aligns to the National Occupational Standards (NOS) for Social Services Children and Young People at level 2 developed by the SSC Skills for Care and Development and also the NOS for Playwork at level 2 developed by the Sector Skills Council (SSC) Skills Active.

In this Unit learners will be assessed for:

- ◆ gathering, collating and evaluating information.
- ◆ decision making.
- ◆ research skills.

## National Unit Support Notes (cont)

**Unit title:** Development of Children and Young People  
(SCQF level 6)

In addition there are opportunities to raise awareness of the importance of:

- ◆ demonstrating a responsible attitude in all aspects of working with children and young people.
- ◆ communication skills.

### Guidance on approaches to delivery of this Unit

#### Outcome 1

Investigate the principles and perspectives of development for children and young people

#### Performance Criteria

- (a) Explore what is meant by the development of children and young people.
- (b) Explain the progression of development for children and young people.
- (c) Explain ways in which development is individual to each child and young person.

The study of the development of children and young people underpins all work within the early learning, childcare and playwork sector and learners should be aware of the importance of the term child development.

At this level there is a need to introduce learners to some of the theoretical perspectives in the field and they should be made familiar with the commonly accepted principles of development for children and young people. The theoretical perspectives need to be current and reflect the contemporary thinking and views in relation to the development of children and young people. An understanding of these will assist the learner in understanding the importance of the principles of development. Some of the principles to be considered are:

- ◆ all children and young people develop at different rates but children's developmental patterns follow the same sequence.
- ◆ the development of the children and young people 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 learners that this has a negative side in that children who fall out with the norm might be labelled as different.

The aspects of development that may be covered are:

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

## National Unit Support Notes (cont)

### Unit title: Development of Children and Young People (SCQF level 6)

Learners should ensure they have learned about the principles of development for children and young people in each of the following progressive stages: pre-birth, infant; early childhood; childhood: adolescence.

Learners should be aware that development is holistic. Children and young people grow and acquire skills in all aspects of development as they mature. As they acquire physical skills they will also be developing language and cognitive, social and emotional skills.

An holistic approach should be taken to the assessment of the Unit as there is an overlap between each Outcome.

The learner should study of the development of children and young people which underpins all work within the early learning, childcare and playwork sector. Learners should be aware of the importance of the term child development and the relationship to the well-being of children and young people. Learners should also demonstrate an understanding that development in the early years of life is crucial and fundamental to later Outcomes and life chances.

Learners should gain knowledge of realistic expectations of the development of children and young people and how to help them reach their potential, whilst keeping an open mind about perspectives other than their own.

At this level the learner needs to be able to introduce some of the theoretical perspectives in the field and an understanding that theory is simply a set of ideas, used to guide a collection of facts about the development of children and young people. They should be made familiar with the commonly accepted principles of development for children and young people about how and why their development unfolds.

Learners could touch upon the following perspectives:

- ◆ Biological-maturation theories
- ◆ Environmental learning theories
- ◆ Cognitive development theories
- ◆ Socio-cultural theories

Learners should ensure they have knowledge of the principles of development for children and young people in each of the following progressive stages: pre-birth, infant; early childhood; childhood: adolescence.

Learners should be aware that development is individual and holistic and that children and young people move seamlessly from place to place in their thinking and abilities. Children and young people grow and acquire skills in all aspects of development as they mature.

## National Unit Support Notes (cont)

**Unit title:** Development of Children and Young People  
(SCQF level 6)

The development of the child is often measured against 'norm', statements about what a child is likely to be able to do or understand in a given age range. This approach is useful in providing a broad framework for the study of the progression of child development. It should be pointed out to learners that this has a negative side in that children who fall out with the 'norm' might be labelled as different and that 'norms' often do not take account of cultural or social aspects in the development of children and young people.

Children with additional educational or health needs may progress through the stages at different rates from the 'norm'.

The aspects of development that may be covered are:

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

As they acquire physical skills they will also be developing language and cognitive, social and emotional skills. However While children tend to follow the same developmental progression, it is very important to understand that not all children achieve the same things at exactly the same ages.

### Outcome 2

Investigate how a variety of influences and circumstances relate to the development of children and young people.

### Performance Criteria

- (a) Explore current influences on the development of children and young people.
- (b) Explain how a variety of circumstances relate to the development of children and young people.

The learner must have the opportunity to investigate a range of contemporary thinking relating to the development of children and young people. The following are examples of influences and circumstances which may impact on development. However it should be stressed that the investigations must be based on current thinking and the concept that development is determined partly by heredity and partly by the environment.

Influences:

- ◆ The concept of nature and nurture
- ◆ Brain development
- ◆ Emotional intelligence
- ◆ Attachment



## National Unit Support Notes (cont)

**Unit title:** Development of Children and Young People  
(SCQF level 6)

Circumstances:

- ◆ Parenting styles
- ◆ Cultural contexts
- ◆ Social circumstances
- ◆ Additional support needs

This list is not definitive.

Learners should ensure they have knowledge of the influences and circumstances which may have an impact on the development of children and young people in each of the following progressive stages: pre-birth, infant; early childhood; childhood; adolescence. Learners should be aware that development is holistic. Children and young people grow and acquire skills in all aspects of development as they mature. As they acquire physical skills they will also be developing language and cognitive, social and emotional skills. It is possible to use a flexible notion of the 'norms' of maturational theory to build a picture of a child or young person to assist them in reaching their full potential.

### Guidance on approaches to assessment of this Unit

This Unit is a mandatory Unit in the National Progression Award *Social Services Children and Young People*. It is recommended that it should be delivered within the context of this award, but it is also suitable for learners wishing to study this Unit on its own.

In delivering this Unit there should be a balance between teacher/lecturer presentation and learner-centred learning. This can be taught using a variety of methods, such as:

- ◆ small group exercises.
- ◆ group discussion.
- ◆ case studies.
- ◆ worksheets.
- ◆ individual research.
- ◆ videos.
- ◆ lectures.
- ◆ use of ICT such as searching appropriate and relevant websites.

Learners should have the opportunity to discuss their own views on the development of children and young people, and the fundamental importance of development in the future life chances of children and young people

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.

## **National Unit Support Notes (cont)**

**Unit title:** Development of Children and Young People  
(SCQF level 6)

### **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](http://www.sqa.org.uk/e-assessment).

### **Opportunities for developing Core and other essential skills**

Learners may have the opportunity to develop aspects of the Core Skills of *Communication*, *Working with Others* and *Problem Solving*.

## History of changes to Unit

Version	Description of change	Date

© Scottish Qualifications Authority 2016

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

## General information for learners

### **Unit title:** Development of Children and Young People (SCQF level 6)

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.

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.

This Unit is a mandatory Unit of the NPA *Social Services (Children and Young People)*. The Unit is suitable for you even if you have not previously studied *Childhood Practice* or had employment experience in this sector.

The purpose of this Unit is to give you an introduction the development of children and young people.

This Unit is designed to introduce you to the principles and perspectives of the development of children and young people. You will learn what is meant by the term child development, the influences on the development of children and young people, the progression of development of children and young people, how development can be affected by circumstance and the inter-relationship between all aspects of that development.

You will have one assessment for this Unit which will be a research project based on the information they you have gathered in the Unit across the two Outcomes.

This research project can take the format of a web page, a presentation, a folio of evidence (paper based or electronic), or a written report. Evidence can be generated using a range of techniques including: e-folio presentation notes, posters, power points, audio recording, photographs of displays (but not of children and/or young people using the service), use of blogs.

The submission of these assessment materials will help improve your learning, inter-personal and communication skills.

There are two learning Outcomes for this Unit:

- 1 Investigate the principles and perspectives of development for children and young people.
- 2 Investigate how a variety of influences and circumstances relate to the development of children and young people.

The skills that you will develop through this Unit are consistent with the four capacities outlined in the Curriculum for Excellence, which are to enable each learner to be: a successful learner, a confident individual, a responsible citizen and an effective contributor.