

**Unit title:** Child Development (National 4)

**Unit code:** HX1L 74

**Superclass:** PT

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**Version:** 02

## Unit purpose

This unit is designed to introduce learners to aspects of child development and the key milestones of development from pre-birth to 12 years. An investigation will build upon this knowledge through research of one particular aspect of child development. Presentation of these findings will be supported by an evaluation which will develop this skill as well as the skill of reflection.

A placement experience is not mandatory for the completion of this unit. Learners would however benefit from vocational visits to Early Learning and Childcare settings to gain a contextualised insight into child development.

This is a mandatory unit in the National 4 Skills for Work: Early Learning and Childcare Course. The content of the unit would support learners wishing to gain an insight into the stage from pre-birth to 12 years whilst in or seeking employment in the Early Learning and Childcare sector. This unit would also support learners who wish to progress to further levels of study in Early Learning and Childcare and can be studied individually out with the National 4 Course.

## Outcomes

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

- 1 Demonstrate knowledge and understanding of child development.
- 2 Investigate aspects of child development.

## Credit points and level

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4)

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## **Recommended entry to the unit**

Entry is at the discretion of the centre. However, centres should note that this unit is at National 4 level.

## **Core Skills**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	Problem Solving at SCQF level 4
Core Skill component	None

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

## **Context for delivery**

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

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

## **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: Child Development (National 4)

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

Demonstrate knowledge and understanding of child development.

#### Performance criteria

- (a) Describe aspects of child development.
- (b) Identify key milestones in the development of children for each aspect of development.

### Outcome 2

Investigate aspects of child development.

#### Performance criteria

- (a) Prepare a plan to support the investigation of a selected aspect of development.
- (b) Investigate the selected aspect of development.
- (c) Present the findings of the investigation.
- (d) Reflect upon the investigation.

### Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

Evidence can be gathered in a range of ways which will assess learners' knowledge, understanding and application across the learning outcomes and performance criteria.

Where learners have worked in a group, there should be evidence of their individual contribution.

All evidence should relate to the age range of pre-birth to 12 years.

## Outcome 1

Written and/or oral evidence is required for this outcome.

Evidence must show the learner has an understanding of the aspects of development and key milestones including:

- ◆ physical
- ◆ cognitive
- ◆ linguistic
- ◆ social and emotional

## Outcome 2

Evidence of planning an investigation into **one** aspect of development must show the learner has a deeper understanding of their chosen aspect of development.

The evidence required is:

- ◆ a plan containing timescales of how the investigation will be carried out.
- ◆ a specified format for the presentation of the findings.
- ◆ evidence of the sources of information.
- ◆ a description of the selected aspect of development and how this relates to each stage.
- ◆ a reflection on the whole task. Learners should reflect on the employability skills developed during this process of investigation and presentation.

The investigation will reflect an understanding of their chosen aspect of development throughout all stages.

Learners can choose to complete the investigation alone or in groups. When completed in groups, each learner will choose a different aspect to investigate and individual evidence must be generated.

# National Unit Specification: Statement of standards (cont)

**Unit title:** Child Development (National 4)

## **Development of skills for learning, skills for life and skills for work**

It is expected that learners will develop broad, generic skills through this unit. Employability is a key aspect of Skills for Work and is present throughout the unit. In addition, there are a number of other skills that learners will be expected to improve on and develop as they undertake this unit, these can be drawn from the main skills areas listed below. These must be built into the unit where there are appropriate opportunities.

### **1 Literacy**

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

### **3 Health and Wellbeing**

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.3 Physical wellbeing
- 3.4 Physical for, and making, choices and changes
- 3.5 Relationships

### **4 Employability, enterprise and citizenship**

- 4.1 Employability
- 4.2 Information and communication technology (ICT)
- 4.3 Working with others
- 4.5 Leadership

### **5 Thinking Skills**

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *National Unit Support Notes*.

# National Unit Support Notes

**Unit title:** Child Development (National 4)

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

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. Learners who complete this unit will have been introduced to key aspects of knowledge for working in the sector.

### Employability skills

In this unit learners 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 Learning and Childcare settings. In particular, learners 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.
- ◆ **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.

Learners 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 statement of standards.

Where possible, centres should engage with a Health Professional to support learners’ understanding of the pre-birth stage.

## Outcomes 2

Learners 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 learners. A variety of methods could be explored such as:

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

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

Through their investigation, learners 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, learners should be able to provide an explanation of the importance of the chosen aspect in terms of the developing child.

An understanding of pre-birth milestones will provide a foundation for understanding of developing aspects of development.

To carry out the investigation, learners 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, health professionals, children
- ◆ interviews: parents and children

Where outside speakers and visits are arranged, learners 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.

Following the presentation learners should reflect on the investigative process and relate this directly to the plan made for Outcome 2 Performance Criteria (b). This could be facilitated by the teacher/lecturer through individual tutorial sessions or by the learner using a checklist. Learners should be encouraged to look at their contribution positively — what they did rather than what they did not do.

## **Generic Statements for Skills for Work: Early Learning and Childcare**

### **National 4**

The following statements apply to this unit and to all units included within the Skills for Work: Early Learning and Childcare Course at National 4.

### **National 4**

#### **Children**

- ◆ Baby (birth to 18 months)
- ◆ Toddler (18 months to 36 months)
- ◆ Young Child (3–5 years)
- ◆ Child (primary school age)

The learner should have the opportunity to consider pregnancy as it impacts on the development and wellbeing of the child.

Each child and young person will progress in their own way and at their own rate as there are no set rules for when a child stops being a baby and starts being a toddler or a slightly older child or teenager.

#### **Development**

Studying aspects of development highlights the fact that development starts during pregnancy and learning and play from birth. Learning and development should be considered as a continuous action; one which a new born baby does instinctively from birth and continues for each individual at their own rate and pace.

Some of the principles to be considered are:

- ◆ All children develop at different rates, but developmental milestones usually follow the same sequence.
- ◆ The development of the child 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 may also have a negative side in that children who fall outwith the norm might be labelled as different.
- ◆ Development is determined partly by heredity and partly by the environment.



Development is holistic. Children and young people grow and acquire skills in all aspects of development as they mature. For example, as they acquire physical skills they will also be developing language and cognitive, social and emotional skills.

### **Aspects of development**

- ◆ 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, holding conversations, and debating from a reasoned point of view.

### **Children's rights**

Learners should always have the opportunity to consider the rights of children and young people in relation to the unit. They should consider the importance of knowing and respecting all children and young people as individuals, and that the prime role of all Early Learning and Childcare services is to promote the development and wellbeing of children and young people.

### **Additional support needs**

Within the delivery of the unit being studied, learners should always have the opportunity to consider the impact of the topic on children and young people with an additional support need. Children and young people may have additional needs for a variety of reasons: disability and health needs; family circumstances and social and emotional factors. These may be relatively minor or life altering; short term, long term or ongoing, and therefore should be considered within each unit delivery.

### **Personal reflection**

During each unit, learners should be encouraged to consider their own personal development and how well they are improving and enhancing their employability skills for working in Early Learning and Childcare.

## Guidance on approaches to delivery of this unit

At National 4, the four aspects of development could be introduced by teacher/lecturer led activities, in order to give the learners 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 learners 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 learner centered 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

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 learners can demonstrate knowledge and understanding of the sequence of physical developmental progress in children and the expected stages reached at different ages.

Current development in neuro-science should be introduced.

Learners 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. Learners 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.

Learners 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.

## Guidance on approaches to assessment of this unit

Evidence can be generated for some or all of the outcomes using the following types of assessment, such as:

- ◆ Practical activity — real or simulated
- ◆ Peer assessment or group tasks
- ◆ Case study
- ◆ Leaflets, booklets and posters
- ◆ Mind maps and floor books
- ◆ Presentations
- ◆ Reflective journal
- ◆ Role play, drama, creative activity
- ◆ Practical simulation observation
- ◆ Short answer questions/multiple choice tests — digitally if available
- ◆ Digital evidence such as an e-portfolio, website, blog, wiki, video, digital platform
- ◆ SOLAR Assessment

Evidence can be generated using many different types of assessment. These are suggestions only. There may be other methods that would be more suitable to learners and their needs. Evidence can be generated holistically across the outcomes or individually. There may also be opportunities for integration of assessment across Units within the group award.

The assessment requirements for this unit are 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 assessment support pack 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.

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.

It is important to include evidence where learners have reflected on their learning and implementation and ways that they may have gained feedback from others.

### 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 Skills**

This Unit has the Core Skill of Problem Solving embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF level 4.

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

## General information for learners

### **Unit title:** Child Development (National 4)

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 unit is designed to introduce you to aspects of child development and the key milestones of development from pre-birth to 12 years. You will carry out an investigation which will build upon this knowledge through research of one particular aspect of child development. Presentation of these findings will be supported by an evaluation which will develop this skill as well as the skill of reflection.

A placement experience is not a mandatory for you to complete this unit. You would however, benefit from vocational visits to Early Learning and Childcare settings to gain a contextualised insight into child development.

This is a mandatory unit in the National 4 Skills for Work: Early Learning and Childcare Course. The content of the unit would support learners wishing to gain an insight into the stage from pre-birth to 12 years whilst in or seeking employment in the Early Learning and Childcare sector. This unit would also support learners and who wish to progress to further levels of study in Early Learning and Childcare and can be studied individually outwith the National 4 Course.

This Unit has the Core Skill of Problem Solving embedded in it, so when you achieve this Unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF level 4.

## Administrative information

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## History of changes to National Unit Specification

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 4 embedded.	February 2018

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**NOTE:** readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the unit specification.

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