

National Unit Specification: general information

UNIT Child Development and Health (Intermediate 2)

CODE F19L 11

COURSE Early Education and Childcare (Intermediate 2)

SUMMARY

This Unit is a mandatory Unit of the Early Education and Childcare (Intermediate 2) Course but is also suitable for candidates wishing to study the Unit on its own.

This Unit is designed to introduce candidates to the principles of child development from 0–16 years. Candidates will learn what is meant by sequences and patterns in child development and the inter-relationship between all aspects of that development. Candidates will also learn about the health needs of children and how health factors may affect the development of children.

The Unit is suitable for candidates who may be considering employment in the early education and childcare sector working under supervision and will also provide progression for candidates who have completed the Intermediate 1 Early Education and Childcare Course or its Units.

OUTCOMES

- 1 Explain the principles of child development from birth to 16 years.
- 2 Investigate the ways in which the health needs of children from birth to 16 years can be met by adults.
- 3 Investigate health factors that may affect child development from birth to 16 years.

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:

- ◆ Care (Intermediate 1) Course or its Unit(s)
- ◆ Early Education and Childcare (Intermediate 1) Course or its Unit(s)

Administrative Information

Superclass: PH

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National Unit Specification: general information (cont)

UNIT Child Development and Health (Intermediate 2)

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**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 and Health (Intermediate 2)

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

Explain the principles of child development from birth to 16 years.

Performance Criteria

- (a) Explain what is meant by the term *child development*.
- (b) Describe key milestones in each of the aspects of child development from birth to 16 years.
- (c) Explain ways in which the aspects of child development are inter-related.

OUTCOME 2

Investigate the ways in which the health needs of children from birth to 16 years can be met by adults.

Performance Criteria

- (a) Identify appropriate resources for the investigation.
- (b) Gather information about the health needs of children from birth to 16 years.
- (c) Gather information about the ways in which adults can meet these needs.
- (d) Use this information to report on these health needs and ways in which adults can meet the needs.

OUTCOME 3

Investigate health factors that may affect child development from birth to 16 years.

Performance Criteria

- (a) Identify appropriate resources for the investigation.
- (b) Gather information about health factors which may promote child development.
- (c) Gather information about health factors which may impede child development.
- (d) Use this information to report on the positive and negative effects different health factors have on child development.

National Unit Specification: statement of standards (cont)

UNIT Child Development and Health (Intermediate 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or oral evidence is required to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria for this Unit.

Outcome 1

Written and/or oral evidence for this Outcome will be produced under closed-book, supervised conditions within a time limit of 45 minutes. It will be gathered at an appropriate point during the candidates' study of the Unit, once they have learned about the principles of child development from birth to 16 years in each of the following age groups: 0–3 years; 3–5 years; 5–8 years; 8–12 years; 12–16 years.

The evidence must cover **two** key milestones from each of the following aspects of child development:

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

It must also cover the ways in which these aspects of child development are interrelated.

Outcomes 2 and 3 — Assignment

Candidates will be set an assignment that requires them to investigate both the health needs of children and health factors that may affect child development. The evidence will be gathered in a folio at appropriate points throughout the Unit.

Candidates should be given a clear brief, indicating that their folio must contain:

- ◆ A list of the resources they have used to investigate the health needs of children and health factors that may affect child development.
- ◆ Information they have gathered about: **five** different health needs of children from birth to 16 years; the ways in which adults can meet these health needs; **three** health factors that may promote child development; **two** health factors that may impede child development.
- ◆ An assessor checklist recording that the candidate has produced a report on the ways in which the health needs of these children can be met by adults and the ways in which positive and negative health factors may affect child development. The report must be based on the information they have gathered.

The National Assessment Bank item (NAB) for these outcomes provides assessor observation checklists which exemplify the national standard. Centres wishing to develop their own assessments should refer to the NAB to ensure a comparable standard.

National Unit Specification: support notes

UNIT Child Development and Health (Intermediate 2)

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 0–16 years. Candidates will learn what is meant by sequences and patterns in child development and the inter-relationship between all aspects of that development. Candidates will also learn about the health needs of children and how health factors may affect the development of children.

Employability Skills

In this Unit candidates will be assessed for:

- ◆ health and safety awareness
- ◆ gathering, collating and evaluating information
- ◆ decision making
- ◆ research skills

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

- ◆ demonstrating a responsible attitude in all aspects of working with children
- ◆ communication skills

Outcome 1

PC(a): The study of the growth and development of children underpins all work within the early education and childcare sector and candidates should be aware of what is meant by the term *child development*. At this level there is no need to introduce candidates to some of the theoretical perspectives in the field but 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 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 candidates that this has 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.

National Unit Specification: support notes (cont)

UNIT Child Development and Health (Intermediate 2)

PC (b) Candidates should consider the key milestones in the **four** aspects of development in children aged birth to 16 years in **each** of the following age groups: 0–3 years; 3–5 years; 5–8 years; 8–12 years; 12–16 years.

- ◆ **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 about 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.

PC (c) 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 and cognitive, social and emotional skills.

Outcome 2

A health need is a requirement that must be satisfied in order that children not only survive, but grow and develop and may enable them to reach their full potential. The nature of health needs is ever changing, according to the age and stage of development and life circumstances of the child. Candidates should be aware that each child is a unique human being, with individual requirements and should also be aware of the need to support an individual child's health needs in a holistic way. Candidates should consider each aspect of health in order to provide for children's overall health needs. It should be pointed out to candidates that these needs are inter-related and that as one need is met it can have an effect on some or all of the others.

Physical health needs relate to the physical functioning of the body. Consideration should be given to the following:

- ◆ **Food** is needed for growth, the repair of tissues, energy, heat, to fight infection and to maintain body systems. Candidates should consider how the adult can ensure the provision of a healthy diet.
- ◆ **Rest and sleep** — candidates should be aware that the amount of rest and sleep varies according to the age and stage of development as well as the individual. Candidates should investigate how adults can respond to an individual child's need for rest and sleep.
- ◆ **Protection from injury** — candidates should consider the vulnerability of children to injury. They could link this to the developmental age and stage of the child and consider ways that adults can prevent accidents occurring in a variety of contexts.
- ◆ **Exercise** — candidates should be aware of the importance of exercise in promoting not only physical development in children but also as a means to maintaining health and happiness as well as a harmless outlet for aggression.

National Unit Specification: support notes (cont)

UNIT Child Development and Health (Intermediate 2)

- ◆ **Fresh Air** — candidates should consider the importance of access to fresh air for child health and how the adult may ensure this access.
- ◆ **Medical care** — candidates should be aware of the importance of medical care in the promotion of the health of children. They should consider the role of health professionals and other adults and child health surveillance in monitoring the health and development of the child.
- ◆ **Hygiene** — candidates should consider the importance of high standards of personal hygiene in childhood and explore ways in which adults can promote high standards of personal hygiene in children, eg encouraging hand washing after toileting and teeth cleaning after eating. Candidates should also consider the need for high standards of environmental hygiene. There are policies and procedures in all early education and childcare settings to ensure children's health and well being are maintained.

Social health needs relate to the way we interact with others and form relationships. Candidates should be aware that social interactions enable children to develop a sense of identity and self-esteem. They should be aware of the importance of both primary and secondary stages of socialisation on the health and well-being of the child. Candidates should be aware of the role of the adult in both of these stages and the influence of the family and other carers. The promotion of social health in children encourages appropriate behaviour, a sense of security and an understanding of their place and belonging in a social system.

Emotional health relates to the way we express emotions. It also relates to the way we cope with stress/anxiety. Some of the emotional health needs are:

- ◆ Affection/love
- ◆ Belonging
- ◆ Consistency
- ◆ Independence
- ◆ Achievement
- ◆ Social approval
- ◆ Self-esteem.

Candidates should look at the importance of these across the age range and identify adults in the child's life who can meet these needs. The link should be drawn between this and social health needs.

Cognitive health needs relate to the ability to think and reason. Children need to learn how to concentrate, use their memory and make decisions. Candidates should consider the adult role in encouraging children's cognitive health through provision of appropriate activities and opportunities to develop concepts, investigate and explore and for new experiences.

National Unit Specification: support notes (cont)

UNIT Child Development and Health (Intermediate 2)

Language health is closely linked to cognitive health. Language and communication skills are important for the expression of thoughts and feelings. Good language and communication skills relate to social and emotional health as they encourage social interaction and the development of relationships.

Candidates should consider how adults can encourage children to develop language skills, help them explore their ideas and increase their vocabularies.

Outcome 3

Candidates should investigate and evaluate health factors that contribute to children's developmental progress.

- ◆ **Nutrition** — Candidates should consider the importance of a balanced diet in maintaining a healthy body and promoting physical, emotional and cognitive health.
- ◆ **Provision of rest and sleep** — Candidates should consider the importance of rest and sleep to the body and the benefits that it brings in terms of increased appetite, increased energy, increased resistance to infection and increased concentration.
- ◆ **Access to fresh air** — Candidates should consider the benefits of access to fresh air which can enhance cognitive processes and reduce the risk of infection.
- ◆ **Medical care** — The role of immunisation programmes could be considered and candidates could examine literature and leaflets used to promote such programmes. Candidates should consider access to medical care for treatment of minor conditions such as ear infections or allergic conditions such as asthma and eczema.
- ◆ **Hygiene** — Candidates should consider the benefits of good hygiene which can help prevent infection, increase self-esteem and social acceptance and establish patterns for later life.

Candidates should investigate and evaluate health factors that impede children's developmental progress.

- ◆ **Nutrition** — Candidates could explore the effects which the lack of a balanced diet may have on the physical, emotional and cognitive health of the child.
- ◆ **Provision of rest and sleep** — Candidates could look at the rest and sleep needs of a variety of ages of children and the causes and effects of sleeplessness in children.
- ◆ **Access to fresh air** — Candidates should explore the effects of lack of fresh air and poor ventilation on the health and development of children which can include feelings of tiredness, lack of concentration and headaches. Yawning and sighing are not just signs of boredom but attempts by the body to get more air in and out of the lungs.
- ◆ **Medical care** — Candidates should be aware of the potential side effects and contra-indicators of immunisation to enable them to take a balanced view. The potential effects of lack of access to medical treatment for allergic conditions or minor infections could be investigated.

National Unit Specification: support notes (cont)

UNIT Child Development and Health (Intermediate 2)

- ◆ **Hygiene** — Candidates should consider the effects of poor hygiene which can expose children to the risk of infection, cause low self-esteem, impede social acceptance and establish unhealthy patterns for later life.
- ◆ **Short-term and long-term illness** — Candidates could explore how a short-term illness such as chickenpox may temporarily impede a child's developmental progress. They may also investigate how long-term illnesses or conditions such as cystic fibrosis, diabetes mellitus or cancer may impede developmental progress.

GUIDANCE ON LEARNING AND TEACHING APPROACHES 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 candidates to see the links between the health and development of the child. The approach taken throughout the Unit should be a practical interactive one, with candidates presented with workshops and opportunities for active learning. 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:

- ◆ 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
- ◆ Visits to initiatives, eg baby clinic.

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 may work in groups and investigate child development and health using information technology. These activities offer opportunities for developing aspects of Working with Others and Communication.

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.

An appropriate Instrument of Assessment would be a closed-book, supervised test with a time limit of 45 minutes. The test could contain restricted and extended response questions which will allow candidates the opportunity to generate evidence of achievement of all of the Outcomes and Performance Criteria.

The standard to be applied is exemplified in the National Assessment Bank (NAB) item for this Unit.

National Unit Specification: support notes (cont)

UNIT Child Development and Health (Intermediate 2)

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).