

## Child Development

**SCQF:** level 6 (6 SCQF credit points)

**Unit code:** J205 76

### Unit outline

The general aim of this Unit is to enable learners to investigate child development from pre-birth to 16. They will develop an understanding of the holistic needs of children and young people and explore how these needs interrelate. Learners will evaluate methods for assessing the development of the child. The Unit provides learners with the opportunity to identify and analyse factors that influence child development.

Learners who complete this Unit will be able to:

- 1 Investigate factors that influence the holistic development of children and young people

This Unit is available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 5 Early Education and Childcare (Skills for Work) Course or relevant Units
- ◆ Literacy Unit (National 5)

## **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. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Investigate factors that influence the holistic development of children and young people by:**
  - 1.1 Describing aspects of development and explaining how they interrelate
  - 1.2 Evaluating methods for assessing development
  - 1.3 Identifying influences and explaining their impact on development
  - 1.4 Analysing positive influences that could contribute to potential development

### Evidence Requirements for the Unit

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.

The learner can receive guidance and support from the teacher/lecturer as appropriate when choosing the children or young people to be investigated. The children and young people to be investigated should be in the pre-birth to 16 age range.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not need to be achieved in one activity, but can be assembled from a variety of tasks and assessments carried out throughout the Unit. Evidence can be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment holistically in one single activity.

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

### Assessment standard thresholds

If a candidate successfully meets the requirements of the specified number of Assessment Standards they will be judged to have passed the Unit overall and no further re-assessment will be required.

The specific requirements for this Unit is as follows:

- ◆ Candidates do not need to be re-assessed for Assessment Standard 1.4 if they do not meet the requirements.

It should be noted that there will still be the requirement for candidates to be given the opportunity to meet all Assessment Standards. The above threshold has been put in place to reduce the volume of re-assessment where that is required.

# 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. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

1.2 Writing

1.3 Listening and talking

## **3 Health and wellbeing**

3.5 Relationships

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

4.6 Citizenship

## **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

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 *Unit Support Notes*.

# Appendix: Unit support notes

## Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing this Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support packs*

## Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

# Approaches to learning and teaching

## Holistic needs of children and young people

Learners will have the opportunity to investigate the holistic needs of children and young people including social, physical, emotional, cognitive, cultural or other needs. Learners could look at their own and other's needs, and investigate the range of needs that children and young people from a variety of backgrounds, circumstances and cultures may have. It may be useful for learning purposes to divide needs into separate categories to aid initial understanding, but it is important for learners to understand that needs are experienced by people in a holistic way, and that the aim in many childcare services is to work with the whole person and not just specific aspects of their needs.

## Milestones of development

Learners will have the opportunity to investigate cognitive, emotional, linguistic, physical, social or other aspects of development in children and young people, and understand that there are various milestones in the sequence of development. Learners could work as an individual or in groups to populate templates looking at the differences in development between different age groups. Learners could discuss the usefulness of terms such as 'milestones' and 'sequences' of development. Learners could consider development from pre-birth to age 16.

## Methods of assessment

Learners will have the opportunity investigate and evaluate a range of methods of assessing development used in current childcare practice. These could include developmental checklists, diagnostic tests, diaries, logbooks, health checks, naturalistic observations, questionnaires, records or any other relevant method.

The methods of assessment could be from cognitive, speech and language, mental and physical health and wellbeing, or any other relevant context. This could be enhanced by visits to relevant services or by talks from guest speakers describing methods of assessment used in different contexts. Learners could discuss the strengths and weaknesses of different methods of evaluation and consider the advantages and disadvantages of using particular methods of assessing the development of children and young people.

## Influences on development

Learners could investigate cultural, economic, environmental, genetic, familial, political, social, technological and other relevant influences and explain their positive or negative impact on development. Learners will also have the opportunity to analyse positive influences that could contribute to the possible future development of children and young people.

Learners could use sources such as newspapers, magazines, professional journals, websites, childcare organisations, TV and prepared case studies to look at positive and negative influences on development. Learners could look at examples from their own experience, but this would have to be handled with sensitivity and clear boundaries would have to be established at the outset.

## **Combining assessment within Units**

Assessment could be combined in this Unit by holistically assessing all the Outcomes of the Unit in a single assessment. When assessment within the Unit is holistic, teachers and lecturers should take particular care to track the evidence for each individual Outcome.

# Administrative information

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**Superclass:** PK

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Page 1 — Minor rewording to Unit outline section to match the wording in the Outcome: 'the child' changed to 'children and young people'.  Page 3 — Bulleted list of Assessment Standards reformatted to a numbered list.	Qualifications Development Manager	April 2014
2.0	Level changed from Higher to SCQF level 6. Unit support notes added. Assessment standard threshold added.	Qualifications Manager	September 2018
3.0	Unit code updated	Qualifications Manager	July 2019

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