✕ SQA

Child Development: Theory

SCQF: level 6 (6 SCQF credit points)

Unit code: J206 76

Unit outline

The general aim of this Unit is to enable learners to develop an understanding of theories of development and analyse these in relation to working with children and young people.

Learners who complete this Unit will be able to:

1   Investigate theories of development used to inform current childhood practice

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 theories of development used to inform current childhood practice by:

1.1 Explaining theories of development
1.2 Evaluating theories of development
1.3 Analysing the way theories of development are applied

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.

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 Course. 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.*

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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 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

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

Theories of development

Learners will have the opportunity to explore a range of theories of development which will relate to cognitive, emotional, linguistic, physical, social or other relevant aspects of development and evaluate these in relation to current childcare practice. This could include the work of theorists such as as Bowlby, Yuri Bronsenbranner, Brown, Tina Bruce, Bruner, Chomsky, Carol Dweck, Erikson, Fischer, Paulo Friere, Freud, Gardner, Kellmer Pringle, Kolb, Maslow, Piaget, Barbara Rogoff, Rutter, Howard Sercombe, Shonkoff, Kathy Sylva, Trevarthon, Vygotsky or any other relevant theorists.

Learners could use a range of sources such as case studies, newspaper and magazine articles, videos and visiting speakers to explore and evaluate theories of development which inform current childcare practice.

Learners could study a number of contrasting theories in order to explore the different ways that each one explains development. Learners should be encouraged to look at current developments which can be found in relevant professional journals and should always be encouraged to link theory to current practice.

Teachers/lecturers should consider the benefits of breadth (learning some key features from a number of theorists) or depth (gaining a deeper understanding of a smaller number of theorists) and organise their teaching for their specific group of learners accordingly. Learners do not need to know all aspects of every theory they learn, but could explore the aspects of a theory that are relevant for specific contexts, eg the age, background or behaviour of a child or young person, or the services provided by a particular childcare organisation.

Teachers/lecturers should use a range of ways of bringing theories to life and emphasising their relevance. For example, learners could work in groups to build models or prepare visual images to represent a theory and present these to the class. Learners could devise a song or rap that summarises key aspects of a theory, or devise and present a quiz that covers key aspects of theories. They could have a debate or role play a case conference that is based on critical incidents that could occur in development or in a service and debate/discuss how best to understand/explain and respond to the situation based on their understanding of the different theories.

Learners could be asked to bring in and discuss examples of attachment and other theories from TV, films, books and other sources. They could be asked to illustrate processes such as perception by taking photographs that tell an unfolding story that challenges initial assumptions and expectations.

Learners could work in groups to devise activities or daily/weekly/sessional programmes for children or young people using a service, based on some of the theories they have investigated. They could look at the theoretical basis for initiatives such as World Book Day or nurture groups in nurseries and schools.

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

Published: July 2019 (version 3.0)

Superclass: PK

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	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