

Higher Childcare and Development Course Support Notes



This document 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 these *Course Support Notes* can be downloaded from SQA's website: www.sqa.org.uk.

Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Contents

Course Support Notes

Introduction	1
General guidance on the Course	2
Approaches to learning and teaching	4
Approaches to assessment	7
Equality and inclusion	11
Appendix 1: Reference documents	12
Appendix 2: Resources for learning and teaching	13
Administrative information	15

Unit Support Notes — Child Development (Higher) 16

Introduction	17
General guidance on the Unit	18
Approaches to learning and teaching	19
Approaches to assessment and gathering evidence	22
Equality and inclusion	24
Appendix 1: Reference documents	25
Appendix 2: Resources for learning and teaching	26
Administrative information	27

Unit Support Notes — Child Development: Theory (Higher) 28

Introduction	29
General guidance on the Unit	30
Approaches to learning and teaching	31
Approaches to assessment and gathering evidence	34
Equality and inclusion	36
Appendix 1: Reference documents	37
Appendix 2: Resources for learning and teaching	38

Administrative information	39
Unit Support Notes — Services for Children and Young People (Higher)	40
Introduction	41
General guidance on the Unit	42
Approaches to learning and teaching	43
Approaches to assessment and gathering evidence	46
Equality and inclusion	48
Appendix 1: Reference documents	49
Appendix 2: Resources for learning and teaching	50
Administrative information	51

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Higher Childcare and Development Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, the *Course Assessment Specification* and the *Unit Specifications* for the Units in the Course.

General guidance on the Course

Aims

The main purpose of the Course is for learners to understand child development from pre-birth to age 16 and the roles and responsibilities of practitioners, other professionals and parents/carers in contributing to the development of children and young people. Learners will gain knowledge, understanding, skills and attributes that will help them to contribute to the development of children in personal and professional contexts.

Active learning and personalisation will be promoted by giving learners opportunities to investigate a range of childcare and development issues and topics of their own choice, with guidance from the teacher/lecturer. Many activities will involve collaborative learning as learners work with others to discuss and present their ideas.

Progression into this Course

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 the Literacy Unit (National 5) or equivalent qualifications and/or experience, as this will help prepare them for any written work required.

The Course is also suitable as a progression from the National 5 Care Course or equivalent qualifications.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Note: teachers and lecturers should refer to the *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

The skills, knowledge and understanding stated in the *Course Specification* will be developed throughout the Course. Some Units may offer more opportunities than others for the development of skills, knowledge and understanding as suggested in the table below.

- ✓✓✓ Plenty of opportunities within the Unit
- ✓✓ Some opportunities within the Unit
- ✓ Limited opportunities within the Unit

Skills, knowledge and understanding within the Course	Child Development Unit	Child Development: Theory Unit	Services for Children and Young People Unit
Explain child development	✓✓✓	✓✓	✓✓
Analyse factors that influence development	✓✓✓	✓✓	✓✓
Explain and evaluate theories of child development	✓	✓✓✓	✓
Investigate initiatives and strategies used to inform childhood practice	✓✓	✓	✓✓✓
Investigate current childhood practice and services	✓✓	✓✓	✓✓✓
Analyse the role and responsibilities of the professional and others in contributing to the development of children and young people	✓✓	✓✓	✓✓✓
Planning and task management skills	✓✓	✓✓	✓✓
Research, investigate, analyse, evaluate and present information	✓✓✓	✓✓✓	✓✓✓
Apply knowledge and understanding to childhood practice	✓✓✓	✓✓✓	✓✓✓

Progression from this Course

This Course or its components may provide progression to:

- ◆ HNC Early Education and Childcare or related subjects at SCQF level 7
- ◆ related subjects at SCQF level 6 such as Higher Care Course
- ◆ further study or training

Approaches to learning and teaching

A wide variety of learning and teaching approaches could be used to deliver this Course. Learners will have the opportunity to integrate their knowledge and understanding from the three component Units and should be encouraged to demonstrate initiative and synthesis, wherever appropriate. Learners should have the opportunity to take a pro-active part in their learning.

Collaborative working is a key feature of working in the childcare sector, so learners should have opportunities to share ideas, work with others and give and receive feedback. Learners could reflect on their experiences during the Course, by keeping a learning log; this may promote insight into their own learning and assist with the element of evaluation in the Course assessment.

The Units can be taught in any order. Themes of child-centred, research-based practice and holistic assessment run throughout the Course and teaching and learning can be designed around these, and other, themes.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers could do this.

Developing skills for learning, skills for life and skills for work

Learners are expected to develop broad generic skills as an integral part of their learning experience.

The table below provides some suggestions of how these skills for learning, skills for life and skills for work can be developed within this Unit.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
1 Literacy	This is the ability to communicate by reading, writing, and listening and talking.
<p>1.2 Writing</p> <p>Writing means the ability to create texts which communicate ideas, opinions and information, to meet a purpose and within a context.</p>	<p>Learners may have a range of opportunities to demonstrate and develop writing skills by:</p> <ul style="list-style-type: none"> ◆ preparing case studies of children and young people ◆ contributing notes or slides to a presentation ◆ providing information about childcare services ◆ preparing for a discussion or debate ◆ preparing questions to ask a guest speaker

<p>1.3 Listening and talking</p> <p>Listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate.</p> <p>Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.</p>	<p>Learners may have a range of opportunities to demonstrate and develop listening and talking skills by:</p> <ul style="list-style-type: none"> ◆ contributing to paired, small and large group discussions and projects ◆ giving a presentation as an individual or as part of a group ◆ giving and receiving feedback to others ◆ active participation in class activities ◆ carrying out instructions from the teacher/lecturer
<p>3 Health and wellbeing</p>	<p>This is the ability to take care of yourself and others, and to be responsible for your learning and welfare. It includes managing your feelings, developing a positive and active attitude to life, and building relationships with others.</p>
<p>3.5 Relationships</p> <p>This includes building various types of social and working relationships and practising interpersonal skills successfully, showing respect and a sense of care for self and others.</p>	<p>Learners may have a range of opportunities to demonstrate and develop relationship skills by:</p> <ul style="list-style-type: none"> ◆ working effectively with others in group projects ◆ displaying sensitivity to others when issues are discussed in class ◆ discussing sensitive issues with respect for self and others
<p>5 Thinking skills</p>	<p>This is the ability to develop the cognitive skills of remembering and identifying, understanding, applying, analysing, evaluating, and creating.</p>
<p>5.3 Applying</p> <p>Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.</p>	<p>Learners may have a range of opportunities to demonstrate and develop their ability to apply their skills, knowledge and understanding by:</p> <ul style="list-style-type: none"> ◆ applying knowledge of influences on development to a variety of children and young people ◆ applying knowledge of development to a variety of scenarios involving children and young people ◆ applying knowledge and understanding of legislation to childcare contexts

<p>5.4 Analysing and evaluating</p> <p>This covers the ability to identify and weigh-up the features of a situation or issue and to use your judgement of them in coming to a conclusion. It includes reviewing and considering any potential solutions.</p>	<p>Learners may have a range of opportunities to demonstrate and develop their ability to analyse and evaluate by:</p> <ul style="list-style-type: none"> ◆ considering advantages and disadvantages of methods of assessment ◆ analysing positive influences that could contribute to potential development of children and young people ◆ considering strengths and weaknesses of theories of development in relation to childcare practice ◆ analysing an example of partnership working for this individual or group ◆ analysing initiatives or strategies which influence services for children and young people
---	--

There may also be further opportunities for the development of other skills for learning, skills for life and skills for work in the delivery of this Course. However, this could vary across centres depending on approaches being used to deliver the Course. This will be for individual teachers and centres to decide.

Approaches to assessment

The publication, [Building the Curriculum 5](#), sets out a framework for assessment which offers guidance on approaches to recognising achievement, profiling and reporting. A shared understanding of assessment standards and expectations is essential. Research in assessment suggests that learners learn best, and attainment improves, when learners:

- ◆ understand clearly what they are trying to learn, and what is expected of them
- ◆ are given feedback about the quality of their work, and what they can do to make it better
- ◆ are given advice about how to go about making improvements
- ◆ are fully involved in deciding what needs to be done next, and know who can give them help if they need it¹

There will be a range of opportunities in the day-to-day delivery of the Units in a Course to generate evidence which satisfies completely or partially a Unit or Units. This is naturally occurring evidence and may be recorded as evidence for the Units or parts of the Units. Whilst considerable flexibility exists in the method and form of Unit assessment, teachers and lecturers may wish to design some assessments which prepare learners for the Course assessment.

The National Assessment Resource supports teachers in developing a shared understanding of standards and expectations.

Added value

Courses from National 4 to Advanced Higher include assessment of added value. At Higher level, the added value will be assessed in the Course assessment.

Information given in the *Course Specification* and the *Course Assessment Specification* about the assessment of added value is mandatory.

In this Course, added value will focus on the following:

- ◆ breadth — drawing on knowledge and skills from across the Units
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This added value consists of a project which samples and integrates skills, knowledge and understanding from across the component Units in the Course. The project will enable learners to apply knowledge and understanding in a new context, using investigation skills and will provide them with an opportunity to evaluate their work. The briefs for the project will be set by SQA and will be sufficiently open and flexible to allow for personalisation and choice.

¹ <http://scotland.gov.uk/Publications/2005/09/20105413/54156>

Preparation for Course assessment

Each Course has additional time which may be used at the discretion of the teacher or lecturer to enable learners to prepare for Course assessment. This time may be used near the start of the Course and at various points throughout the Course for consolidation and support. It may also be used for preparation for Unit assessment, and towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment.

For this Course, it is likely that the learner will have undertaken some or all of each of the component Units before they attempt the Course assessment, which is a project. The teacher or lecturer will introduce the project at a time when the learner is able to integrate aspects of all three component Units, and will continue to encourage the learner to make links with any new skills, knowledge and understanding arising from the Units as the project progresses.

In the project, the learner will draw on and extend the knowledge and skills they have learned during the Course. The project involves a full investigation and analysis of the selected brief. The project will also assess skills related to the planning and evaluation of the investigation. The project represents an opportunity for candidates to develop and apply skills relating to gathering, interpreting and presenting information, analysing and action planning.

Developing skills in preparation for the project

It is important that learners have had the opportunity to develop planning, investigation, evaluation and literacy skills when undertaking the component Units, as this will provide the solid skills base required to approach the Course assessment with confidence. Opportunities to develop these skills should be given where they arise naturally during the Units, and through the provision of learning, teaching and assessment activities targeted to enhance the development of these project management skills. Further opportunities to develop and consolidate these skills should be provided in preparation for the Course assessment, if learners have not achieved an appropriate level of confidence and competence already.

Learners should also have the opportunity to develop the skills of selecting, gathering, interpreting, and presenting information when undertaking the Units and should receive feedback on how to improve these skills, if required. It is essential that learners have a clear understanding of how to select relevant information from a source such as a website or a journal and how to adapt it for inclusion in a document. A firm foundation in these skills is essential in preparation for the demands of a project at SCQF level 6; it will enable learners to present relevant material with appropriate references to support any information used in their project.

Support for learners during the project

Teachers/lecturers should ensure that they give appropriate support and guidance to learners throughout the Course assessment. Throughout the duration of the project, learners should be working independently within a supported classroom environment, with access to appropriate advice, guidance and feedback when required. The level of support will vary from learner to learner. This will include planned and ad-hoc meetings with individuals and groups of learners.

The action plan

Learners should be given an introduction to the project and have the requirements of the project fully explained. Learners should be encouraged to choose an appropriate project brief and should develop an individual action plan for the project. Learners may communicate with each other when producing their plans, but teachers or lecturers must ensure that each plan is tailored to the learner's own project. Monitoring of this stage by the teacher or lecturer will help ensure that the plan is not written retrospectively. The plan could be amended and adapted throughout the project in the light of new information gathered and situations encountered. For example, if the learner intended to interview the manager of a childcare service and the visit was cancelled, the learner could make a note of other ways in which they might gather the information they needed.

Responding to the project brief

Learners will undertake an independent investigation in response to the brief and the teacher or lecturer should monitor their progress in order to provide support and guidance where appropriate, and to ensure that the evidence provided is the candidate's own work. This may take the form of individual or small group discussions with learners at regular times throughout their project. Learners could give updates on their progress to the tutor and to other learners, if appropriate.

Evaluation

Learners could reflect on their experiences during the project, by keeping a learning log; this may promote insight into their own learning on the Course and assist with writing up the evaluation section. This would enable them to show how the plan was adapted in response to obstacles encountered, new information and other changes.

Combining assessment across Units

Evidence may be gathered for one or more Units or for the Course as a whole by combining assessment holistically in one single activity. When assessment is combined across Units, teachers/lecturers should take particular care to track learners and achievement of the Outcomes, Assessment Standards and evidence generated. Tracking will assist with identifying any necessary re-assessment and will also provide evidence of achievement for those learners who do not achieve the whole Course.

The assessment in the Units focuses on children and young people, and/or childcare services, so it may be appropriate for learners to provide assessment evidence for more than one Unit based on the same children and young people or childcare service, as this provides an opportunity for integration and depth of understanding. Alternatively, if different children and young people and services were investigated in each Unit, this would provide the learner with the opportunity for breadth of understanding in a wider range of contexts.

Equality and inclusion

It is important that, where possible, approaches to assessment encourage personalisation and choice for learners in assessment methods and processes and that the assessment process and evidence is used to support continued learning.

The additional support needs of learners should be taken into account when planning learning experiences, or when considering any reasonable adjustments that may be required. For example, learners undertaking this Course will be required to evaluate their learning and the evidence they produce. This may present a challenge for some learners, eg those on the autistic spectrum. Centres should ensure that learners have a variety of means by which to evaluate their work, and are given appropriate support.

Aspects of gathering and presenting information may also present a challenge to some learners. Teachers/lecturers should ensure that information can be gathered and presented in a variety of ways such as oral, written, diagrammatic or electronic. For example, learners with a visual or hearing impairment may require the use of assistive technologies.

It is strongly recommended that teacher/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them.

Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa/14977.html.
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ [*Overview of Qualification Reports*](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [*SCQF Handbook: User Guide*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)

Appendix 2: Resources for learning and teaching

Resources for studying childcare and development include textbooks, professional magazines, videos, resource packs, websites and online materials. Some examples of resources are provided below.

Resource	Description	Publisher
Books		
Bee, H. (2000)	<i>The Developing Child (9th Ed.)</i>	Allyn and Bacon
Brown, F. (2003)	<i>Playwork — Theory and Practice.</i>	Open University Press
Bruce, T.(2011)	<i>Early Childhood Education (4th Ed.)</i>	Hodder Education
Bruce, T. (2011)	<i>Learning Through Play (2nd Ed.)</i>	Hodder Education
Bruce, T. and Meggitt, C. (2002)	<i>Child Care and Education (3rd Ed.)</i>	Hodder and Stoughton
Daly et al (2006)	<i>Understanding Early Years Theory in Practice</i>	Heinemann
Davenport, G. (1994)	<i>An Introduction to Child Development. (2nd Ed)</i>	Collins Educational
Dryden et al (2005)	<i>Essential Early Years</i>	Hodder Arnold
Hayes, N. and Orrell, S. (1993)	<i>Psychology — an Introduction</i>	Longman
Kinney and Wharton	<i>An Encounter with Reggio Emilia</i>	Routledge
Lindon, J. (2010)	<i>Understanding Child Development (2nd Ed)</i>	Hodder Education
Lindon, J. (2006)	<i>Equality in Early Childhood</i>	Hodder Arnold
Lindon, J. (1993)	<i>Child Development from Birth to Eight — A Practical Focus</i>	National Children's Bureau
Pound, L. (2006)	<i>How Children Learn</i>	Practical Pre-School Books
Taylor, J. and Woods, M. (Eds) (1998)	<i>Early Childhood Studies — An Holistic Introduction</i>	Arnold
Whitehead, M. (1997)	<i>Language and Literacy in the Early Years</i>	Sage Publication
Whitehead, M. (1996)	<i>The Development of Language and Literacy</i>	Paul Chapman Publishing Ltd.
Websites		
About Psychology	An overview of early childhood development	
BBC — Open University	'Child of our Time' and other areas of related child development	
BBC — Open University	The Making of Childhood	
Born in Bradford	Science and research study looking at impact of lifestyle, diet etc on babies born in 2007 onwards	
Everyday Stories	Working with Children Under Three	
Great Ormond Street	All round child development	

Growing up in Scotland	Research site that provides wide ranging studies on children and young people's health and wellbeing.
Mindbuilders	Family Centred Intervention
National Children's Bureau.	National charity which supports children, young people and families and those who work with them
Nursery World	Key resource for child development and working in early years.
Playlink	Multi-disciplinary approach to working with children and young people outside.
Psychotron	Resource bank of activities and revision
Rechild News	Reggio Children's newsletter
SCCYP	Scotland's Commissioner for Children and Young People
SCSWIS	Social Care and Social Work Improvement Scotland
SSSC	Scottish Social Services Council home page, leading to wide range of links
Scottish Government	Child Protection publication
Scottish Government	Curriculum for Excellence
Scottish Government	Getting it Right for Every Child (GIRFEC)
Scottish Government	Pre-Birth to Three — National Guidance
Simple Psychology	Animation of schema development
UNESCO	United Nations Convention of the Rights of the Child
You Tube	Child Observation
Young Lives	International Study on Child Poverty
Zero to Three — National Centre for infants, toddlers and families	Information on development and learning progress of babies and toddlers and ideas for activities.

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date

© Scottish Qualifications Authority 2012

This document 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 can be downloaded from SQA's website at www.sqa.org.uk.

Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version.

Unit Support Notes — Child Development (Higher)



This document 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 these *Unit Support Notes* can be downloaded from SQA's website: www.sqa.org.uk.

Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

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

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

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

Progression into this Unit

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 the Literacy Unit (National 5) or equivalent qualifications and/or experience, as this will help prepare them for any written work required.

When considering whether this Unit is appropriate for a particular learner, teachers/lecturers should refer to the skills, knowledge and understanding described below, and the Outcomes and Assessment Standards. Taken together these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher Childcare and Development *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

Learners may progress to other Higher Childcare and Development Units: *Child Development: Theory* or *Services for Children and Young People*. They may also progress to Units in the HNC Early Education and Childcare or other relevant Units at SCQF level 7.

Approaches to learning and teaching

A wide variety of learning and teaching approaches could be used to deliver this Unit. This section of the *Unit Support Notes* provides advice and guidance and some examples of approaches that could be used. At all times, teachers/lecturers should provide opportunities for personalisation and choice to ensure that learning is relevant and motivating. Learning should be linked to contexts which are relevant for the learners.

Suggestions for learning and teaching on specific areas of learning and teaching include:

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.

There are many ways of approaching this topic. Learners could investigate what a parent might provide for a newborn coming home for the first time, and then be given a budget limit and asked to decide what would be considered essential. They could work out menus for breakfast/snacks/lunches that might be offered in a childcare service that would provide a balanced diet. Learners could visit public spaces such as parks, museums and shopping centres and identify which needs might be met in these areas, and compare the variety of ways in which the needs of different age groups might be met. They could do risk assessments and compare what they would need to be aware of if escorting an individual or group of young children. They could look at the range of needs they would have to consider when organising a trip for a group, and what they would need to plan in advance to ensure that these needs were met, and how they might follow this up on return from the visit. Learners could look at a range of health promotion issues and devise leaflets, posters or videos — appropriate to the audience — for children/young people and/or their parents/guardians.

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.

See Appendix 2 for information about resources for learning and teaching.

General guidance on learning and teaching

Learners should be encouraged to develop planning and task management skills throughout the Unit where relevant, and be given appropriate support and guidance to facilitate this.

Active learning should be facilitated by encouraging learners to use the internet, professional journals and other sources for individual, paired or group investigations. Learners may be set tasks such as researching a particular topic or reviewing and evaluating a number of sources and selecting the most relevant/useful material. There are many websites for childcare-related subjects and learners should be guided to look for credible sources such as those from the

government, public organisations or service providers. Such activities may have many benefits including increased motivation and development of web research skills, evaluative skills, independent learning and specific areas of knowledge. Whether integrated into class time, or set as homework tasks, IT-based activities work best when they are structured and have clear learning objectives.

Use of video and audio material, visits and guest speakers may also be useful to bring the issues to life and prompt group discussion and debate. Examples could be drawn from the learner's own experiences, where appropriate.

Learners should be gradually encouraged, as far as possible, to research topics themselves in the library, online, in newspapers, magazines and journals, and to demonstrate initiative and creativity, wherever appropriate. The benefits of collaborative learning, peer support and peer feedback can be substantial, therefore, group work, both in class and for homework tasks, is to be encouraged. Learners could reflect on their experiences during the Unit, by keeping a learning log, as this may promote insight into their own learning.

Learners learn best when they understand clearly what they are trying to learn, and what is expected of them, are given feedback about the quality of their work and what they can do to make it better, are given advice about how to make improvements and are fully involved in deciding what needs to be done next and know who can give them help if they need it. To this end, teachers and lecturers should:

- ◆ share learning/assessment criteria
- ◆ provide effective feedback
- ◆ encourage peer- and self-assessment
- ◆ question effectively, using higher order questioning when appropriate

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Approaches to assessment and gathering evidence

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 guidance on authentication of learners work, please refer to SQA's Guide to Assessment.

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 may be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Assessment should be carried out under supervision. This means that the teacher/lecturer tracks progress of learner research and preparation in order to ensure that the submitted work is the learner's own. Learners could work as an individual or in a group to gather evidence throughout the Unit, but each learner has to provide individual evidence of attainment of the Outcome and Assessment Standards.

The learner may receive guidance and support from the teacher/lecturer, as appropriate, when preparing for the investigation. This may take the form of the teacher/lecturer showing a video, providing a case study or suggesting other sources of information. The learner may also decide to undertake an investigation of their own choice, with support and guidance from the teacher/lecturer to ensure that they will be able to generate enough evidence for the Unit. This would provide the opportunity for personalisation and choice and encourage independent learning.

If the learner gathers information in a portfolio format, the teacher/lecturer could supply a checklist of items/topics that might be included in the portfolio. There might be some flexibility regarding the items to be included in the portfolio, with a minimum number of items, or some items being mandatory and other items being optional.

It is recommended that the evidence for the Unit is collected as a natural part of the teaching and learning. Where assessment is carried out as a discrete assessment activity, this could be carried out as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential over-assessment.

Specific tasks which could generate evidence include:

- ◆ taking part in a debate, group discussion or meeting which is recorded on notes, checklist, video or other appropriate format
- ◆ contributing to group tasks and activities and reflecting on own (and others') participation
- ◆ responding to questions based on a given case study
- ◆ investigating an individual or group of children or young people
- ◆ completing tasks on an activity sheet
- ◆ producing a PowerPoint or other electronic presentation in preparation for giving a talk to the class
- ◆ questioning from the teacher/lecturer or others using audio recording, video recording or transcript as evidence
- ◆ asking questions to a visiting speaker and making notes
- ◆ role playing a scenario using checklist, audio recording, video recording or transcript as evidence
- ◆ completing multiple choice or short answer questions
- ◆ writing a report on an individual or group of children or young people
- ◆ keeping a learning log, electronically or on paper
- ◆ producing academic posters, mind maps or concept maps
- ◆ writing an essay or extended response answer
- ◆ producing a leaflet/booklet for a service
- ◆ providing induction information for a new worker
- ◆ designing and presenting a game, quiz or activity for other learners

Combining assessment within Units

Evidence may be gathered for one or more Units or for the Course as a whole by combining assessment holistically in one single activity. See the Higher Childcare and Development *Course Support Notes* for information about how to combine Units between the component Units.

There is only one Outcome in this Unit and the Assessment Standards are designed so that evidence can be gathered in a holistic manner, in a range of different ways.

Equality and inclusion

It is important that, where possible, approaches to assessment encourage personalisation and choice for learners in assessment methods and processes and that the assessment process and evidence is used to support continued learning.

The additional support needs of learners should be taken into account when planning learning experiences, or when considering any reasonable adjustments that may be required. For example, aspects of gathering and presenting information may present a challenge to some learners, so teachers/lecturers should ensure that information can be gathered and presented in a variety of ways such as oral, written, diagrammatic or electronic. For example, learners with a visual or hearing impairment may require the use of assistive technologies.

It is strongly recommended that teacher/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approaches to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ [*Overview of Qualification Reports*](#)
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [*SCQF Handbook: User Guide*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Appendix 2: Resources for learning and teaching

A wide range of good quality resources for studying childcare and development is available, including textbooks, journals and professional magazines, videos, CD-ROMs, resource packs, websites and online materials. Some examples of resources are given below.

Resource	Description	Publisher
Books		
Bee, H. (2000)	<i>The Developing Child (9th Ed.)</i>	Allyn and Bacon
Bruce, T. and Meggitt, C. (2002)	<i>Child Care and Education. (3rd Ed)</i>	Hodder & Staughton
Davenport, G. (1994)	<i>An Introduction to Child Development (2nd Ed)</i>	Collins Educational
Dryden et al (2005)	<i>Essential Early Years</i>	Hodder Arnold
Lindon, J (2010)	<i>Understanding Child Development (2nd Ed)</i>	Hodder Education
Lindon, J. (1993)	<i>Child Development from Birth to Eight — A Practical Focus</i>	National Children’s Bureau
Whitehead, M. (1997)	<i>Language and Literacy in the Early Years</i>	Sage Publication
Whitehead, M. (1996)	<i>The Development of Language and Literacy</i>	Paul Chapman Publishing Ltd.
Websites		
About Psychology	An overview of early childhood development	
BBC — Open University	‘Child of our Time’ and other areas of related child development	
BBC — Open University	The Making of Childhood	
Education Scotland	Curriculum for Excellence	
Great Ormond Street	All round child development	
Mindbuilders	Family Centred Intervention	
National Children’s Bureau	National charity which supports children, young people and families and those who work with them	
Nursery World	Key resource for child development and working in early years.	
SCCYP	Scotland’s Commissioner for Children and Young People	
Scottish Government	Curriculum for Excellence	
Scottish Government	Pre-Birth to Three — National Guidance	
Simple Psychology	Animation of schema development	
UNESCO	United Nations Convention of the Rights of the Child	
You Tube	Child Observation	
Zero to Three — National Centre for infants, toddlers and families	Information on development and learning progress of babies and toddlers and ideas for activities.	

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

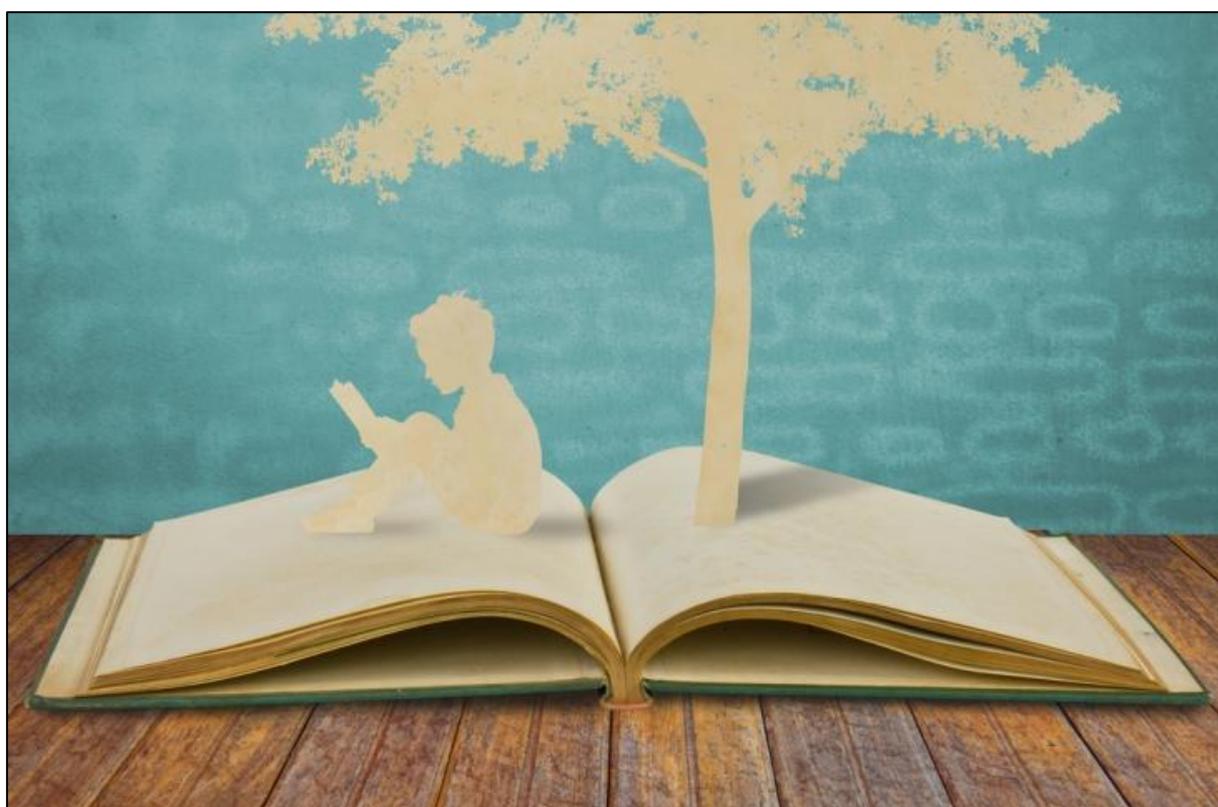
Unit details	Version	Description of change	Authorised by	Date

© Scottish Qualifications Authority 2012

This document 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 can be downloaded from SQA's website at www.sqa.org.uk.

Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version.

Unit Support Notes — Child Development: Theory (Higher)



This document 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 these *Unit Support Notes* can be downloaded from SQA's website: www.sqa.org.uk.

Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Child Development: Theory* (Higher) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is for learners to explain ways in which theories of development are applied in childcare practice settings, and to evaluate these theories in relation to current practice.

Progression into this Unit

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 Literacy Unit (National 5) or equivalent qualifications and/or experience, as this will help prepare them for any written work required.

When considering whether this Unit is appropriate for a particular learner, teachers/lecturers should refer to the skills, knowledge and understanding described below, and the Outcomes and Assessment Standards. Taken together these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher Childcare and Development *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

Learners may progress to other Higher Childcare and Development Units: *Child Development* or *Services for Children and Young People*. They may also progress to Units in the HNC Early Education and Childcare or other relevant Units at SCQF level 7.

Approaches to learning and teaching

A wide variety of learning and teaching approaches could be used to deliver this Unit. This section of the *Unit Support Notes* provides advice and guidance and some examples of approaches that could be used. At all times, teachers/lecturers should provide opportunities for personalisation and choice to ensure that learning is relevant and motivating. Learning should be linked to contexts which are relevant for the learners.

Suggestions for learning and teaching on specific areas of learning and teaching include:

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 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, Trevarthton, 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.

See Appendix 2 for information about resources for learning and teaching.

General guidance on learning and teaching

Learners should be encouraged to develop planning and task management skills throughout the Unit where relevant, and be given appropriate support and guidance to facilitate this.

Active learning should be facilitated by encouraging learners to use the internet, professional journals and other sources for individual, paired or group investigations. Learners may be set tasks such as researching a particular topic or reviewing and evaluating a number of sources and selecting the most relevant/useful material. There are many websites for childcare-related subjects and learners should be guided to look for credible sources such as those from the government, public organisations or service providers. Such activities may have many benefits including increased motivation and development of web research skills, evaluative skills, independent learning and specific areas of knowledge. Whether integrated into class time, or set as homework tasks, IT-based activities work best when they are structured and have clear learning objectives.

Use of video and audio material, visits and guest speakers may also be useful to bring the issues to life and prompt group discussion and debate, or examples could be drawn from the learner's own experiences, where appropriate.

Learners should be gradually encouraged, as far as possible, to research topics themselves in the library, online, in newspapers, magazines and journals and to demonstrate initiative and creativity, wherever appropriate. The benefits of collaborative learning, peer support and peer feedback can be substantial, therefore, group work, both in class and for homework tasks, is to be encouraged. Learners could reflect on their experiences during the Unit, by keeping a learning log, as this may promote insight into their own learning.

Learners learn best when they understand clearly what they are trying to learn, and what is expected of them, are given feedback about the quality of their work and what they can do to make it better, are given advice about how to make improvements and are fully involved in deciding what needs to be done next and know who can give them help if they need it. To this end, teachers and lecturers should:

- ◆ share learning/assessment criteria
- ◆ provide effective feedback
- ◆ encourage peer and self-assessment
- ◆ question effectively, using higher order questioning when appropriate

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Approaches to assessment and gathering evidence

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 guidance on authentication of learners work, please refer to SQA's Guide to Assessment.

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 may be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Assessment should be carried out under supervision. This means that the teacher/lecturer tracks progress of learner research and preparation in order to ensure that the submitted work is the learner's own. Learners could work as an individual or in a group to gather evidence throughout the Unit, but each learner has to provide individual evidence of attainment of the Outcome and Assessment Standards.

The learner may receive guidance and support from the teacher/lecturer, as appropriate, when preparing for the investigation. This may take the form of the teacher/lecturer showing a video, providing a case study or suggesting other sources of information. The learner may also decide to undertake an investigation of their own choice, with support and guidance from the teacher/lecturer to ensure that they will be able to generate enough evidence for the Unit. This would provide the opportunity for personalisation and choice and encourage independent learning.

If the learner gathers information in a portfolio format, the teacher/lecturer could supply a checklist of items/topics that might be included in the portfolio. There might be some flexibility regarding the items to be included in the portfolio, with a minimum number of items, or some items being mandatory and other items being optional.

It is recommended that the evidence for the Unit is collected as a natural part of the teaching and learning. Where assessment is carried out as a discrete assessment activity, this could be carried out as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential over-assessment.

Specific tasks which could generate evidence include:

- ◆ taking part in a debate, group discussion or meeting which is recorded on notes, checklist, video or other appropriate format
- ◆ contributing to group tasks and activities and reflecting on own (and others') participation
- ◆ responding to questions based on a given case study
- ◆ investigating an individual or group of children or young people
- ◆ completing tasks on an activity sheet
- ◆ producing a PowerPoint or other electronic presentation in preparation for giving a talk to the class
- ◆ questioning from the teacher/lecturer or others using audio recording, video recording or transcript as evidence
- ◆ asking questions to a visiting speaker and making notes
- ◆ role playing a scenario using checklist, audio recording, video recording or transcript as evidence
- ◆ completing multiple choice or short answer questions
- ◆ keeping a learning log, electronically or on paper
- ◆ writing a report on an individual or group of children or young people
- ◆ producing academic posters, mind maps or concept maps
- ◆ writing an essay or extended response answer
- ◆ producing a leaflet/booklet for a service
- ◆ providing induction information for a new worker
- ◆ designing and presenting a game, quiz or activity for other learners

Combining assessment within Units

Evidence may be gathered for one or more Units or for the Course as a whole by combining assessment holistically in one single activity. See Childcare and Development Course Support Notes for information about how to combine Units between the component Units.

There is only one Outcome in this Unit and the Assessment Standards are designed so that evidence can be gathered in a holistic manner, in a range of different ways.

Equality and inclusion

It is important that, where possible, approaches to assessment encourage personalisation and choice for learners in assessment methods and processes and that the assessment process and evidence of assessment is used to support continued learning.

The additional support needs of learners should be taken into account when planning learning experiences, or when considering any reasonable adjustments that may be required. For example, aspects of gathering and presenting information may present a challenge to some learners. Teachers/lecturers should ensure that information could be gathered and presented in a variety of ways such as oral, written, diagrammatic or electronic. For example, learners with a visual or hearing impairment may require the use of assistive technologies.

It is strongly recommended that teacher/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Unit Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ [*Overview of Qualification Reports*](#)
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [*SCQF Handbook: User Guide*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Appendix 2: Resources for learning and teaching

A wide range of good quality resources for studying childcare and development is available, including textbooks, journals and professional magazines, videos, CD-ROMs, resource packs, websites and online materials. Some examples of resources are given below.

Resource	Description	Publisher
Books		
Bee, H. (2000)	<i>The Developing Child. (9th Ed.)</i>	Allyn and Bacon
Brown, F. (2003)	<i>Playwork — Theory and Practice</i>	Open University Press
Bruce, T. (2011)	<i>Learning Through Play (2nd Ed.)</i>	Hodder Education
Bruce, T. and Meggitt, C. (2002)	<i>Child Care and Education (3rd Ed.)</i>	Hodder and Stoughton
Daly et al (2006)	<i>Understanding Early Years Theory in Practice</i>	Heinemann
Davenport, G. (1994)	<i>An Introduction to Child Development. (2nd Ed.)</i>	Collins Educational
Dryden et al (2005)	Essential Early Years	Hodder Arnold
Hayes, N. and Orrell, S. (1993)	<i>Psychology – an Introduction</i>	Longman
Lindon, J (2010)	<i>Understanding Child Development (2nd Ed.)</i>	Hodder Education
Pound, L (2006)	<i>How Children Learn</i>	Practical Pre-School Books
Taylor, J. and Woods, M. (Eds) (1998)	<i>Early Childhood Studies — An Holistic Introduction</i>	Arnold
Whitehead, M. 1997	<i>Language and Literacy in the Early Years</i>	Sage Publication
Whitehead, M. (1996)	<i>The Development of Language and Literacy.</i>	Paul Chapman Publishing Ltd.
Websites		
About Psychology	An overview of Early Childhood development	
Nursery World	Key resource for Child development/Working in Early Years.	
Psychotron	Resource bank of activities and revision	
Scottish Government	Curriculum for Excellence	
Scottish Government	Pre-Birth to Three — National Guidance	
Simple Psychology	Animation of schema development	

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

© Scottish Qualifications Authority 2012

This document 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 can be downloaded from SQA's website at www.sqa.org.uk.

Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version.

Unit Support Notes — Services for Children and Young People (Higher)



This document 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 these *Unit Support Notes* can be downloaded from SQA's website: www.sqa.org.uk.

Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Services for Children and Young People (Higher) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Assessment Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is for learners to explore current childhood services and the role of practitioners, professionals and others working in partnership to support the development of children and young people. Learners will investigate the ways in which legislation influences professional working relationships, and will analyse initiatives and strategies used to inform current practice.

Progression into this Unit

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 Literacy (National 5) or equivalent qualifications and/or experience, as this will help prepare them for any written work required.

When considering whether this Unit is appropriate for a particular learner, teachers/lecturers should refer to the skills knowledge and understanding described below, and the learning Outcomes and Assessment Standards. Taken together these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Higher Childcare and Development *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

Learners may progress onto other Higher Childcare and Development Units: *Child Development* and *Child Development: Theory*. They may also progress onto Units in the HNC Early Education and Childcare or other relevant Units at SCQF level 7.

Approaches to learning and teaching

A wide variety of learning and teaching approaches could be used to deliver this Unit. This section of the Unit Support Notes provides advice and guidance and some examples of approaches that could be used. At all times, teachers/lecturers should provide opportunities for personalisation and choice to ensure that learning is relevant and motivating. Learning should be linked to contexts which are relevant for the learners.

Suggestions for learning and teaching on specific areas of learning and teaching include:

Services for children and young people

Learners could investigate and evaluate a range of childhood practice and services in the children and young people area, criminal justice, education, health care, social care or other relevant areas. Learners will have the opportunity to explore and compare services from the statutory, private and third sectors.

Learners could investigate service provision in a number of ways: for example, by geographical area, age group or need. Learners could also consider whether there are gaps in services provided. Personalisation and choice could be encouraged when learners choose which needs to be investigated. Learners could access a range of reports from inspection and regulatory bodies and the media, which identify good practice and highlight areas for improvement. This will enable them to reflect on what constitutes positive practice.

Legislation, professional practice and partnership working

Learners will have the opportunity to analyse the role and responsibilities of professionals and others working with children and young people. Professionals could include workers from child, health or social care services and from partner agencies such as education, police or other relevant agencies. 'Others working with children and young people' could include parents, guardians and carers and people involved in after school clubs, children's hearing system, community centres, crèches, child minding, fostering, mother and toddler groups, playgroups, play schemes, sports clubs, uniformed organisations, women's refuges, youth clubs or other services.

Professional practice could include features such as adhering to codes of practice, undertaking registration and training, working within a legislative framework, or other relevant features. Learners could investigate any current legislation, professional codes and organisational policies that are relevant for professionals working in childcare services. This includes the way in which professionals and others work in partnership to contribute to the development of children and young people. Examples of partnership working could be sourced from relevant media. This would be enhanced by visits or talks from guest speakers. Learners could explore similarities and differences between the content of this Unit and the topics and themes included in induction for staff new to a childcare organisation.

Before exploring the importance of workers developing a professional value base, learners could explore their own personal value base. This needs to be handled with sensitivity and the teacher/lecturer should maintain a safe, non-judgmental environment throughout and set clear boundaries with the learners. Quizzes, exercises and worksheets and other stimulus materials could be used to explore their own and others' values. Learners may explore what influences a person's values and the ability of individuals, communities and society to change their values, eg attitudes to women working, smacking children, smoking in public places, euthanasia etc.

Initiatives and strategies

Learners will have the opportunity to investigate and analyse a range of local, national or international initiatives and strategies that impact on working with children and young people. Examples current at the time of writing include Curriculum for Excellence, Getting it Right for Every Child (GIRFEC), Health Promoting Schools, Hungry for Success, MCMC and Pre-birth – three. They could explore the way in which these initiatives and strategies impact on organisations and children and young people.

Thematic approach

Learners could work in groups to design a childcare service and present their findings to others. Having real parents in the audience would be a way of making the activity more relevant. This could include designing the physical layout of the service and information about the needs of the children, daily/weekly/yearly plans for activities, the amount of staff required and their qualifications/experience, job descriptions, training and supervision arrangements, likely partnership arrangements, inspection and regulation requirements, policies and procedures etc. It might also involve role plays of job interviews and meetings with prospective parents/guardians.

This activity could be linked to other Units by exploring the theoretical basis for the proposed activities and programme.

Depending on context and resources, this activity might be linked to other subjects that the learner is undertaking such as Business Studies and involve writing up a business plan — the presentation could be their pitch to funders.

See Appendix 2 for information about resources for learning and teaching.

General guidance on learning and teaching

Learners should be encouraged to develop planning and task management skills throughout the Unit where relevant, and be given appropriate support and guidance to facilitate this.

Active learning should be facilitated by encouraging learners to use the internet, professional journals and other sources for individual, paired or group investigations. Learners may be set tasks such as researching a particular topic, reviewing and evaluating a number of sources and selecting the most relevant/useful material. There are many websites for childcare-related subjects and learners should be guided to look for credible sources such as those from the government, public organisations or service providers. Such activities may have many benefits including increased motivation and development of web research skills, evaluative skills, independent learning and specific areas of knowledge. Whether integrated into class time, or set as homework tasks, IT-based activities work best when structured and with clear learning objectives.

Use of video and audio material, visits and guest speakers may also be useful to bring the issues to life and prompt group discussion and debate, or examples could be drawn from the learner's own experiences, where appropriate.

Learners should be gradually encouraged, as far as possible, to research topics themselves in the library, online, in newspapers, magazines and journals, and to demonstrate initiative and creativity, wherever appropriate. The benefits of collaborative learning, peer support and peer feedback can be substantial, therefore, group work, both in class and for homework tasks, is to be encouraged. Learners could reflect on their experiences during the Unit, by keeping a learning log, as this may promote insight into their own learning.

Learners learn best when they understand clearly what they are trying to learn, and what is expected of them, are given feedback about the quality of their work and what they can do to make it better, are given advice about how to make improvements and are fully involved in deciding what needs to be done next and who can give them help if they need it. To this end, teachers and lecturers should:

- ◆ share learning/assessment criteria
- ◆ provide effective feedback
- ◆ encourage peer and self-assessment
- ◆ question effectively, using higher order questioning when appropriate

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Approaches to assessment and gathering evidence

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 guidance on authentication of learners work, please refer to SQA's Guide to Assessment.

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 may be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Assessment should be carried out under supervision. This means that the teacher/lecturer tracks progress of learner research and preparation in order to ensure that the submitted work is the learner's own. Learners could work as an individual or in a group to gather evidence throughout the Unit, but each learner has to provide individual evidence of attainment of the Outcome and Assessment Standards.

The learner may receive guidance and support from the teacher/lecturer, as appropriate, when preparing for the investigation. This may take the form of the teacher/lecturer showing a video, providing a case study or suggesting other sources of information. The learner may also decide to undertake an investigation of their own choice, with support and guidance from the teacher/lecturer to ensure that the learner will be able to generate enough evidence for the Unit. This would provide the opportunity for personalisation and choice and encourage independent learning.

If the learner gathers information in a portfolio format, the teacher/lecturer could supply a checklist of items/topics that might be included in the portfolio. There might be some flexibility regarding the items to be included in the portfolio, with a minimum number of items, or some items being mandatory and other items being optional.

It is recommended that the evidence for the Unit is collected as a natural part of the teaching and learning. Where assessment is carried out as a discrete assessment activity, this could be carried out as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential over-assessment.

Specific tasks which could generate evidence include:

- ◆ taking part in a debate, group discussion or meeting which is recorded on notes, checklist, video or other appropriate format
- ◆ contributing to group tasks and activities and reflecting on own (and others') participation
- ◆ responding to questions based on a given case study
- ◆ investigating an individual or group of children or young people
- ◆ completing tasks on an activity sheet
- ◆ producing a PowerPoint or other electronic presentation in preparation for giving a talk to the class
- ◆ questioning from the teacher/lecturer or others using audio recording, video recording or transcript as evidence
- ◆ asking questions to a visiting speaker and making notes
- ◆ role playing a scenario using checklist, audio recording, video recording or transcript as evidence
- ◆ completing multiple choice or short answer questions
- ◆ keeping a learning log, electronically or on paper
- ◆ writing a report on an individual or group of children or young people
- ◆ producing academic posters, mind maps or concept maps
- ◆ writing an essay or extended response answer
- ◆ producing a leaflet/booklet for a service
- ◆ providing induction information for a new worker
- ◆ designing and present a game, quiz or activity for other learners

Combining assessment within Units

Evidence may be gathered for one or more Units or for the Course as a whole by combining assessment holistically in one single activity. See Higher Childcare and Development *Course Support Notes* for information about how to combine Units between the component Units.

There is only one Outcome in this Unit and the Assessment Standards are designed so that evidence can be gathered in a holistic manner, in a range of different ways.

Equality and inclusion

It is important that, where possible, approaches to assessment encourage personalisation and choice for learners in assessment methods and processes and that the assessment process and evidence is used to support continued learning.

The additional support needs of learners should be taken into account when planning learning experiences, or when considering any reasonable adjustments that may be required. For example, learners undertaking this Unit could be required to reflect on their values. This may present a challenge for learners on the autistic spectrum. Centres should ensure that learners have a variety of means by which to reflect on their values, and are given appropriate support.

Aspects of gathering and presenting information may also present a challenge to some learners. Teachers/lecturers should ensure that information can be gathered and presented in a variety of ways such as oral, written, diagrammatic or electronic. For example, learners with a visual or hearing impairment may require the use of assistive technologies.

It is strongly recommended that teacher/lecturers involve learners in the identification of assessment opportunities and build in opportunities for feedback on progress. This will ensure that learners are clear about what is expected of them. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate and unbiased illustrative materials which reflect an inclusive view.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Unit Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ [*Overview of Qualification Reports*](#)
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [*SCQF Handbook: User Guide*](#) (published 2009) and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Appendix 2: Resources for learning and teaching

A wide range of good quality resources for studying childcare and development is available, including textbooks, journals and professional magazines, videos, CD-ROMs, resource packs, websites and online materials. Some examples of resources are given below.

Resource	Description	Publisher
Books		
Bruce, T.(2011)	Early Childhood Education (4 th Ed.)	Hodder Education
Kinney and Wharton	An Encounter with Reggio Emilia	Routledge
Lindon, J (2006)	Equality in Early Childhood	Hodder Arnold
Websites		
Born in Bradford	Science and research study looking at impact of lifestyle, diet etc on babies born in 2007 onwards	
Everyday Stories	Working with Children Under Three	
Growing up in Scotland	Research site that provides wide ranging studies on children and young people's health and wellbeing.	
NHS	NHS home page	
National Children's Bureau	Practice Development section of website of national charity which supports children, young people and families and those who work with them	
Nursery World	Key resource for working in early years	
Playlink	Multi-disciplinary approach to working with children and young people outside.	
Rechild News	Reggio Children's newsletter	
SCCYP	Scotland's Commissioner for Children and Young People	
SCSWIS	Social Care and Social Work Improvement Scotland	
SSSC	Scottish Social Services Council home page, leading to wide range of links	
Scottish Government	Child Protection publication	
Scottish Government	Curriculum for Excellence	
Scottish Government	Early Years Framework	
Scottish Government	Getting it Right for Every Child (GIRFEC)	
Scottish Government	Pre-Birth to Three — National Guidance	
Young Lives	International Study on Child Poverty	

Administrative information

Published: April 2012 (version 1.0)

Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

© Scottish Qualifications Authority 2012

This document 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 can be downloaded from SQA's website at www.sqa.org.uk.

Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version.