



Higher Childcare and Development

Course code:	C814 76
Course assessment code:	X814 76
SCQF:	level 6 (24 SCQF credit points)
Valid from:	session 2018–19

This document provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

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Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper	40	1 hour and 30 minutes
Component 2: project	90	see 'Course assessment' section

Recommended entry	Progression
<p>Entry to this course is at the discretion of the centre.</p> <p>Candidates would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:</p> <ul style="list-style-type: none">◆ National 5 Early Learning and Childcare (Skills for Work) course◆ National Progression Award in Playwork and Childcare (SCQF level 5)◆ National 5 Care course◆ Literacy unit (National 5)◆ Numeracy unit (National 5)	<ul style="list-style-type: none">◆ HNC Childhood Practice or related subjects at SCQF level 6, such as Higher Care course◆ further study, employment and/or training

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

This course develops candidates' understanding of child development. The course explains the roles and responsibilities of practitioners, other professionals, and parents and carers in meeting the needs of children from pre-birth to 16.

Candidates engage in a range of tasks — including research and investigation — that help them to appreciate the role of the professional and others in promoting child-centred practice in a range of settings.

Candidates learn to recognise that each child or young person has a unique blend of abilities and needs. They gain an understanding of the rights that entitle children and young people to play, protection, education, and their own identity. Candidates learn that physical, emotional, mental and social wellbeing are interrelated and are essential for successful learning and development.

Candidates develop their thinking skills by evaluating and analysing theories that inform current childhood practice.

Purpose and aims

The course enables candidates to understand child development from pre-birth to 16 and the roles and responsibilities of those who contribute to the development of children and young people. Candidates gain skills, knowledge and understanding that help them to contribute to the development of children in personal and professional contexts.

The course gives candidates opportunities for active learning, personalisation and choice by encouraging them to investigate a range of childcare issues and topics.

The main aims of the course are to enable candidates to:

- ◆ understand child development and the factors that influence it from pre-birth to 16
- ◆ understand theories of development and the way these are applied to working with children and young people
- ◆ develop awareness of initiatives and/or strategies used to inform current childhood practice
- ◆ develop awareness of current services for children and young people
- ◆ understand the role and responsibilities of professionals and others in contributing to the development of children and young people
- ◆ develop skills of investigating, analysing, evaluating and presenting information

Who is this course for?

The course is suitable for candidates who have an interest in childcare and development. They will be interested in the role of professionals and others involved in partnership working along with strategies and initiatives that underpin professional childcare practice. Candidates develop the skills, knowledge and understanding needed to recognise the factors that influence children's wellbeing and shape childcare and development priorities and practice.

Course content

The course consists of three areas of study:

Child development

Candidates investigate child development from pre-birth to 16. They develop an understanding of the holistic needs of children and young people and explore how these needs interrelate. Candidates evaluate methods for assessing the development of children and they have the opportunity to identify and analyse factors that influence child development.

Child development: theory

Candidates develop an understanding of theories of development and analyse these in relation to working with children and young people.

Services for children and young people

Candidates explore current services and the role of professionals and others working in partnership to support the development of children and young people. Candidates develop an understanding of the ways in which legislation influences professional working relationships. They also analyse initiatives and strategies used to inform current practice.

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ explaining child development
- ◆ analysing factors that influence development
- ◆ explaining and evaluating theories of development
- ◆ investigating initiatives and/or strategies used to inform current childhood practice
- ◆ investigating current services that support children and young people
- ◆ analysing the role and responsibilities of professionals and others in contributing to the development of children and young people
- ◆ investigating, analysing, evaluating and presenting information

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment:

Aspects of development

Candidates investigate and explain aspects of development in children and young people including cognitive, emotional, linguistic, physical, and social. Candidates explain normative development and developmental milestones relevant to the age of children and young people. They explore the interrelationship of aspects of development and investigate appropriate methods for assessing children's and young people's development.

Influences on development

Candidates investigate and analyse cultural, economic, environmental, familial, genetic, political, social, technological or other relevant influences on children and young people's development.

Theories of development

Candidates explain, analyse and evaluate theories of development and investigate how these are applied to working with children and young people. The theories can be classical and/or contemporary but must be ones that inform current practice. Candidates must cover a theory relevant to each of the following aspects:

- ◆ social
- ◆ emotional
- ◆ linguistic
- ◆ cognitive
- ◆ physical
- ◆ play

Initiatives and strategies

Candidates investigate initiatives and/or strategies that impact on working with children and young people. The initiatives and/or strategies can be local, national and/or international and should be relevant to working with children and young people in Scotland.

Services that support children and young people

Candidates investigate current services that support children and young people. These can include services from the statutory, private or third sectors.

Role and responsibility of the professional and others supporting the development of children and young people

Candidates analyse the role of professionals and other people working with children and young people. The role of the professional will include features such as adhering to codes of practice, undertaking registration and training, working in partnership with others, working

within a legislative framework, and other relevant issues. Candidates investigate legislation that is current and relevant to working with children and young people in Scotland.

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level, and can be found on the SCQF website.

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

1 Literacy

1.2 Writing

1.3 Listening and talking

3 Health and wellbeing

3.5 Relationships

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

Teachers and lecturers must build these skills into the course at an appropriate level, where there are suitable opportunities.

Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

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

This enables candidates to:

- ◆ integrate, extend and apply the skills, knowledge and understanding they have learned during the course. The combination of a project and question paper adds breadth and application to the course.

Course assessment structure: question paper

Question paper

40 marks

The question paper gives candidates an opportunity to demonstrate application of the skills, knowledge and understanding specified in the 'Skills, knowledge and understanding for the course assessment' section within a childcare context.

The question paper has a total mark allocation of 40 marks. This is 30% of the overall marks for the course assessment.

The question paper has three sections:

- | | |
|--|----------|
| ◆ child development | 15 marks |
| ◆ child development: theory | 10 marks |
| ◆ services for children and young people | 15 marks |

Setting, conducting and marking the question paper

The question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 1 hour and 30 minutes to complete the question paper.

Specimen question papers for Higher courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

Course assessment structure: project

Project

90 marks

Candidates investigate the needs of a chosen child or young person and the range of ways that professionals and other people can meet those needs. They choose from project briefs provided by SQA, respond to their chosen brief, and produce a report of their findings.

The project gives candidates an opportunity to:

- ◆ demonstrate detailed knowledge and understanding of aspects of development and the interrelationship between these aspects of development
- ◆ analyse factors that influence development
- ◆ apply detailed knowledge and understanding of child development theories
- ◆ demonstrate detailed knowledge of strategies and initiatives relevant to working with children and young people
- ◆ explain the way current services support children and young people
- ◆ explain the roles of professionals working with children and young people
- ◆ evaluate the effectiveness of partnership working

The project has a total mark allocation of 90 marks. This is 70% of the overall marks for the course assessment.

Project overview

Candidates choose from a selection of briefs provided by SQA, and select a child or young person to base their project on. Teachers and lecturers provide guidance to candidates on the briefs and child or young person, and ensure that candidates are clear about what each brief entails. Candidates must meet the same project requirements, whichever brief they choose.

Each brief will give information about the focus of the investigation.

Anonymity, confidentiality and ethics

The child or young person who candidates choose to investigate can be someone they have read about or come across in a case study. Appropriate sources for case studies include:

- ◆ books
- ◆ newspapers
- ◆ magazines
- ◆ professional journals
- ◆ TV
- ◆ childcare websites and other relevant websites
- ◆ specialist videos
- ◆ visiting speakers

It may be helpful for candidates to produce a short description of the chosen child or young person including, for example, age and family background. Candidates may choose to investigate a child or young person they know, or someone met on placement.

This is not a practice-based course and does not involve primary research. Candidates do not need to have direct contact with children or young people as part of the project. However, if a candidate thinks direct contact is relevant, they **must** discuss the suitability of this with their teacher or lecturer **before** starting the project. If the teacher or lecturer agrees, the candidate **must** seek appropriate permission from the relevant person(s) and permission **must** be granted before the candidate undertakes the project. Candidates must also change the name of the subject and take all appropriate steps to maintain their anonymity throughout the project.

Throughout the project, teachers or lecturers and candidates should ensure that appropriate safeguards and boundaries are established in relation to real people and that privacy, confidentiality and anonymity are maintained at all times.

Candidates must follow **relevant ethical guidelines** from any appropriate regulatory body when required.

Carrying out the project

Candidates carry out an investigation into their chosen brief and child or young person. Candidates must focus on the following prompts in relation to the chosen child or young person:

- ◆ explaining aspects of child development
- ◆ analysing factors that influence development
- ◆ explaining theories of development
- ◆ analysing chosen theories of development
- ◆ explaining strategies and/or initiatives
- ◆ explaining current services that support the chosen child or young person
- ◆ explaining the role and responsibilities of professionals
- ◆ evaluating the effectiveness of partnership working
- ◆ providing a conclusion about the question posed in the brief
- ◆ presenting appropriate pieces of referenced information from a variety of sources

Setting, conducting and marking the project

The project is:

- ◆ set and marked by SQA
- ◆ conducted under some supervision and control

Evidence is submitted to SQA for external marking.

All marking is quality assured by SQA.

Assessment conditions

Time

The project is carried out over a period of time. Candidates should start their project at an appropriate point in the course. This is normally when they have completed most of the learning in the course.

Candidates conduct the project in time to meet a submission date set by SQA.

Supervision, control and authentication

The project is conducted under some supervision and control. This means that:

- ◆ candidates do not need to be directly supervised at all times
- ◆ the use of resources, including the internet, is not tightly prescribed
- ◆ teachers and lecturers can provide reasonable assistance

Teachers and lecturers must put in place measures to ensure that the work an individual candidate submits for assessment is their own. These could include:

- ◆ regular checkpoint/progress meetings with candidates
- ◆ short spot-check personal interviews
- ◆ checklists which record activity/progress

Candidates must understand the importance of checking the reliability of all their sources, and must reference them properly.

Resources

There are no restrictions on the resources candidates can access during the project.

Reasonable assistance

Candidates must undertake the project independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is thought to be 'reasonable assistance', they may not be ready for assessment or they may have been entered for the wrong level of qualification.

Reasonable assistance prior to the formal assessment process includes:

- ◆ ensuring candidates are clear about the requirements of the project and providing opportunities for candidates, as a group, to ask questions about the requirements
- ◆ discussing with each candidate the suitability of their choice of child or young person, the brief and their approach to the brief, before they start the project

Reasonable assistance does not include:

- ◆ directing candidates to specific sources or resources to be used
- ◆ providing model answers
- ◆ providing any feedback on drafts, including marking
- ◆ monitoring whether individual candidates are keeping to timescales or not

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ the project

The project may be produced in written form or word-processed. Whichever format candidates use, the project must be submitted on paper to SQA for marking.

Volume

The project must be between 3,000 and 4,000 words, excluding references, footnotes and appendices. Candidates must provide the word count for the completed project, excluding appendices, footnotes and references.

If the word count exceeds the maximum by more than 10%, a penalty will be applied.

Grading

Candidates' overall grades are determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Further information

The following reference documents provide useful information and background.

- ◆ [Higher Childcare and Development subject page](#)
- ◆ [Assessment arrangements web page](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Guide to Assessment](#)
- ◆ [Guidance on conditions of assessment for coursework](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Educational Research Reports](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA e-assessment web page](#)

The SCQF framework, level descriptors and handbook are available on the SCQF website.

Appendix 1: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. You should read these in conjunction with this course specification and the specimen question paper and/or coursework.

Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that you could include in the course. You have considerable flexibility to select contexts that will stimulate and challenge candidates, offering both breadth and depth.

Some areas of study may offer more opportunities than others for the development of skills, knowledge and understanding as suggested in the table below.

- ✓✓✓ Plenty of opportunities
- ✓✓ Some opportunities
- ✓ Limited opportunities

Skills, knowledge and understanding for the course	Child development	Child development: theory	Services for children and young people
Explain child development	✓✓✓	✓✓	✓✓
Analyse factors that influence development	✓✓✓	✓✓	✓✓
Explain and evaluate theories of development	✓	✓✓✓	✓
Investigate initiatives and/or strategies used to inform childhood practice	✓✓	✓	✓✓✓
Investigate current services that support children and young people	✓✓	✓✓	✓✓✓
Analyse the role and responsibilities of the professional and others in contributing to the development of children and young people	✓✓	✓✓	✓✓✓
Evaluate the effectiveness of partnership working			✓✓
Planning and task management skills	✓✓	✓✓	✓✓
Investigate, analyse, evaluate and present information	✓✓✓	✓✓✓	✓✓✓
Apply knowledge and understanding to childhood practice	✓✓✓	✓✓✓	✓✓✓

Approaches to learning and teaching

Teachers and lecturers can use a wide variety of learning and teaching approaches to deliver the Higher Childcare and Development course. The areas of study can be delivered in any order. Teachers and lecturers may choose to design the teaching and learning around themes of practice and holistic assessment which run throughout the course, as well as other relevant themes.

Candidates have the opportunity to integrate their knowledge and understanding from the three areas of study and to demonstrate initiative and synthesis, wherever appropriate. Teachers and lecturers should ensure that candidates can take a proactive part in their learning.

Collaborative working is a key feature of working in the early years sector, so candidates should have opportunities to share ideas, work with others, and give and receive feedback.

Teachers and lecturers should encourage candidates to use books, newspapers, magazines, professional journals, websites, childhood practice organisations, TV, prepared case studies and other sources for individual, paired or group investigations into positive and negative influences on development. Candidate tasks could include researching a particular topic, or reviewing and evaluating a number of sources and selecting the most relevant and useful material.

Candidates should look for material from credible sources such as the government, public organisations or service providers. Video and audio material, visits and guest speakers can help to bring the issues to life and prompt group discussion and debate. Candidates may draw examples from their own experiences, where appropriate. However, this must be handled with sensitivity, and teachers and lecturers should establish clear boundaries with them at the outset.

The benefits of these activities include increased motivation and development of web-research skills, evaluative skills, independent learning and specific areas of knowledge.

Teachers and lecturers should support candidates with the use of effective assessment, questioning and feedback, and support them to develop planning and task management skills where relevant.

Candidates can reflect on their experiences during the course by keeping a learning log, which can promote insight into their own learning and help with the evaluation element of the course assessment.

Where there are opportunities, teachers and lecturers should contextualise learning and teaching approaches relevant to current Scottish perspectives in childhood practice.

Teachers and 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 candidates.

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

Child development

Suggestions for learning and teaching in topics with areas of study include:

Holistic development of children and young people

Candidates can investigate the holistic development of children and young people, including social, physical, emotional, cognitive, cultural and other areas of development. Candidates could investigate the range of development needs of children and young people from a variety of backgrounds, circumstances and cultures. It may be useful for learning purposes to divide the identified development into separate categories (for example physical, social, emotional, cognitive and language) to aid initial understanding. However, it is important for candidates to understand that development occurs in a holistic way, and that the aim in many early learning and childcare settings and services is to work with the whole person and not just specific aspects of their development.

There are many ways of approaching this topic. Candidates should be aware that child development starts at the point of conception and, therefore, many factors can have an impact on the unborn child. These factors can include stress in pregnancy, the mother's access to antenatal care and support, and genetic and environmental factors that may have an impact on the unborn child and, therefore, on the developing child.

Milestones of development

Candidates investigate:

- ◆ cognitive development — how children learn; memory and recall; creativity; problem solving; importance of play
- ◆ emotional development — development of attachments, security, controlling and expressing emotions, confidence, willingness to take risks, growing independence
- ◆ language development — awareness of emergent literacy and different ways of communicating
- ◆ physical development — growth of body, development of skills associated with advancing ability, fine and gross motor skills, crawling, toddling, walking, changes in the body associated with puberty
- ◆ social development — making and building relationships, interactions with family and others, importance of play

Candidates should:

- ◆ understand that there are various milestones in the sequence of development, and that development happens over time
- ◆ explore the differences in development between different age groups and understand the sequential or maturational nature of child development
- ◆ understand terms such as 'milestones' and 'sequences' of development, and be able to discuss this effectively (for example, a baby will gain head control before they sit with support, then sit unsupported)
- ◆ understand that child development should be considered from pre-birth to 16 years

Methods of assessment

Candidates can investigate and evaluate a range of methods of assessing development in childhood practice.

Methods of assessment should be relevant to current childhood practice. Contexts could include cognitive; speech and language; mental and physical health; wellbeing. Types of assessment could include: developmental checklists, diagnostic tests, diaries, logbooks, health checks, naturalistic observations, questionnaires and records. Types of observation methods could include time-sampling, event-sampling or structured descriptions.

Candidates should consider the strengths and weaknesses of different methods of observations, and the advantages and disadvantages of particular methods of assessing the development of children and young people.

Influences on development

Candidates could investigate cultural, economic, environmental, genetic, political, social, technological, familial, and other relevant influences, and explain their positive or negative impact on the development of children and young people. For example, chronic stress in pregnancy can result in an increase in cortisol levels in unborn babies, affecting how the baby grows and develops. Candidates could consider the influence successful early bonding and attachment can have on the child and young person, and the impact that failure to bond and attach may have on the child and young person. Failure to attach could be for a number of reasons, such as domestic violence, financial worries, or drug and alcohol issues.

Child development: theory

Suggestions for learning and teaching in specific topics include:

Theories of development

Candidates explore a range of theories of development which relate to aspects of development, and evaluate these in relation to current childhood practice. Candidates must cover a theory relevant to each of the following aspects:

- ◆ social
- ◆ emotional
- ◆ linguistic
- ◆ cognitive
- ◆ physical
- ◆ play

This could include the work of any relevant theorists, such as:

- ◆ Bowlby, Rutter, Schaffer and Emerson, Zeedyk — attachment and/or multiple attachment theory
- ◆ Bronfenbrenner — ecological systems theory
- ◆ Chomsky, Skinner, Bruner, Trevarthen, Brown, Pinker, Sercombe — language development
- ◆ Bruce, Syla, Moyles — play/social learning theory
- ◆ Bruner, Piaget, Vygotsky, Hughes, Fischer — cognitive theory

- ◆ Dweck — social/developmental and learned helplessness theory
- ◆ Bandura — social learning theory
- ◆ Erikson — lifespan development theory
- ◆ Gardner, Kolb — multiple intelligence theory and learning styles
- ◆ Kellmer Pringle — psychosocial needs theory
- ◆ Maslow — theory of need
- ◆ Rogoff — guided participation theory
- ◆ Shonkoff, Zeedyk — neuroscience

Candidates use a range of sources such as books, case studies, newspaper and magazine articles, internet research, videos and visiting speakers to explore and evaluate theories of development which inform current childhood practice.

Candidates could study a number of contrasting theories in order to explore the different ways that each one explains development. For example, Bowlby's theory of attachment focuses on the importance placed on babies attaching to a main carer, usually the mother. Other theorists, such as Rutter and Schaffer and Emerson, contested this theory, but it has been influential and used in practice. However, with advances in neuroscience, theorists such as Zeedyk now discuss the importance of early experiences in a child's life and the impact these can have on their emotional development.

Teachers and lecturers should always encourage candidates to link theory to current childhood practice by looking at current developments in relevant professional journals.

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

Teachers and lecturers can use a range of ways of relating theories to child development and emphasising their relevance to current childhood practice. For example, candidates could research and present information relating to current childhood practice, showing how knowledge of a theory may help practitioners and benefit children. Candidates could role-play a case conference based on critical incidents that could occur in a child's development or in a service, and debate how best to respond to the situation based on their understanding of the different theories.

Candidates could work in groups to devise activities or programmes for children or young people using a service based on some of the theories they have investigated. For example, they could look at the theoretical basis for initiatives such as World Book Day, exploring how exposure to books and literary opportunities creates enjoyment and challenges for children and young people along with an awareness of the function and purpose of books. This could lead to further exploration, such as the development of talking and reading in relation to language development in children and young people, followed by an exploration of relevant language development theorists, such as Chomsky, Skinner or Vygotsky. Candidates could conclude their investigation by relating this to current childhood practice.

Services for children and young people

Suggestions for learning and teaching in specific topics include:

Candidates could investigate and evaluate a range of relevant practice and services, including criminal justice, education, health care, social care and recreational services. Candidates can explore and compare services from the statutory, private and third sectors. An example of this could be a child who attends a childminder before school, the childminder then takes the child to school, collects them from school and takes them to an after-school group or activity. This is an example of the childminder providing wrap-around care, incorporating services from the statutory, private and third sectors.

Candidates could choose one or more service provisions to investigate, then explore their chosen service provisions in a number of ways, for example by geographical area or age group. They could also consider whether there are gaps in the services provided. To help them reflect on what constitutes positive practice, candidates could access a range of reports from inspection and regulatory bodies and the media which identify good practice and highlight areas for improvement.

Legislation, professional practice and partnership working

Candidates analyse the role and responsibilities of professionals and others working with children and young people. Professionals could include those working in childcare, health care or social care services, and in partner agencies such as education, police and recreation. 'Others working with children and young people' could include parents, guardians, carers and those involved in after-school clubs, the children's hearing system, community centres, crèches, childminding, fostering, mother-and-toddler groups, playgroups, play schemes, sports clubs, women's refuges, and youth clubs.

Professional practice could include features such as adhering to codes of practice, undertaking registration and training, and working within a legislative framework. Candidates could investigate any current legislation, professional codes and organisational policies that are relevant to professionals working in childhood practice services. This includes the way in which professionals and others work in partnership to contribute to the development of children and young people, with the underpinning ethos that children should be central to and, where possible, included in decisions made for them.

Examples of partnership working could be sourced from relevant media. Visits or talks from guest speakers who could illustrate the ways in which different professionals may work together to the benefit of the children in their care would help candidates to learn more about partnership working. Candidates could explore similarities and differences between this topic and the topics and themes included in induction for staff new to a childhood practice settings.

Before exploring the importance of workers developing a professional value base, candidates could explore their own personal value base. This needs to be handled with sensitivity. Teachers and lecturers should maintain a safe, non-judgemental environment throughout and set clear boundaries for the candidate. Candidates could explore what influences a person's values, and the ability of individuals, communities and society to change values. For example, attitudes to women working, smacking children, smoking in

public places, and awareness of children and young people with disability or identified needs have all changed over the past few years.

Initiatives and strategies

Candidates could investigate and analyse a range of local, national or international initiatives and strategies that impact on working with children and young people. Current examples include Play Strategy; Curriculum for Excellence; Getting it Right for Every Child (GIRFEC); Health Promoting Schools; Hungry for Success; The Daily Mile; Play, Stay and Learn; Big Bedtime Read; Pre-birth to Three; and Building the Ambition. They could explore the ways in which these initiatives and strategies impact on organisations and children and young people.

Thematic approach

Candidates could work in groups to design a childcare service and present their findings to an audience, including parents and carers, to help make the activity more relevant. This could include:

- ◆ designing the physical layout of the service
- ◆ 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
- ◆ role plays of job interviews
- ◆ meetings with prospective parents and carers

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

Depending on context and resources, this activity could link to other subjects the candidate is studying, such as Business Studies and involve writing up a business plan — the presentation could be their pitch to funders.

Preparing for course assessment

Each course has additional time which teachers and lecturers can use to help candidates to prepare for course assessment. This could be near the start of the course and at various points throughout the course for consolidation and support, or towards the end of the course for further integration, revision and preparation for course assessment.

In preparing for the question paper, candidates should have the opportunity to practise:

- ◆ understanding what command words mean in terms of expected written responses
- ◆ question paper techniques
- ◆ describing and explaining concepts, theories and applications within a childcare context
- ◆ analysing and evaluating concepts, theories and applications within a childcare context

It is likely that candidates will have studied some or all of the areas of study before they attempt the project. Teachers and lecturers should introduce the project at a time when candidates can integrate aspects of all three areas of study, and continue to encourage them to make links with any new skills, knowledge and understanding arising from the topics as the project progresses.

The project comprises a full investigation and analysis of the selected brief. It is an opportunity for candidates to draw on and extend the knowledge and skills they have developed during the course, and to develop and apply skills relating to gathering, interpreting and presenting information, analysing and drawing a reasoned conclusion.

Developing skills in preparation for the project

It is important that candidates have had the opportunity to develop planning, investigation, evaluation and literacy skills during the course, so that they have the necessary skills to approach both components of the course assessment with confidence.

Teachers and lecturers should provide opportunities to develop these project skills where they arise naturally during the course, and provide targeted learning, teaching and assessment activities where necessary. If candidates have not achieved an appropriate level of confidence and competence by the time they are approaching both components of the course assessment, teachers and lecturers should provide further opportunities to develop and consolidate these skills.

Candidates should also have the opportunity during the course to develop the skills of selecting, gathering, interpreting, and presenting information. Teachers and lecturers should give them feedback on how to improve these skills, if required.

Candidates must understand 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. This will prepare them to present relevant material with appropriate references to support any information used in their project.

Support for candidates during the project

Throughout the project:

- ◆ teachers and lecturers must give candidates appropriate support and guidance
- ◆ candidates should be working independently within a supported classroom environment with access to appropriate, reasonable advice, guidance and feedback when required, for example planned and ad-hoc meetings with individuals and groups of candidates

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

You should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and you can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

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

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, listening and talking.	
1.2 Writing Writing means the ability to create texts which communicate ideas, opinions and information, to meet a purpose and within a context.	Opportunities to demonstrate and develop writing skills include: <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
1.3 Listening and talking 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. Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.	Opportunities to demonstrate and develop listening and talking skills include: <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/from others ◆ active participation in class activities ◆ carrying out instructions from the teacher or 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>Opportunities to demonstrate and develop relationship skills include:</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 themselves and others
<p>4 Employability, enterprise and citizenship</p> <p>This is the ability to become more aware of how the community that you live in and the wider community may impact on you and others that you work with. It can include developing skills to make you more employable within your chosen sector, developing and participating in fundraising activities and being an effective member of a group.</p>	
<p>4.6 Citizenship</p> <p>Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities, the democratic society and global issues; being outward-looking; acting responsibly.</p>	<p>Opportunities to demonstrate and develop citizenship skills include:</p> <ul style="list-style-type: none"> ◆ working effectively with others on group projects ◆ participating in fundraising campaigns ◆ volunteering with local and national organisations
<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>Opportunities to demonstrate and develop their ability to apply their skills, knowledge and understanding include:</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>Candidates 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 the 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 a particular individual or group ◆ analysing initiatives or strategies which influence services for children and young people
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Opportunities to develop other skills for learning, skills for life and skills for work in the delivery of this course could vary across centres, depending on approaches being used to deliver the course. This is for individual teachers or lecturers and centres to decide.

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</i> (9 th ed)	Allyn and Bacon
Brown, F. (2003)	<i>Playwork — Theory and Practice</i>	Open University Press
Bruce, T. (2011)	<i>Early Childhood Education</i> (4 th ed)	Hodder Education
Bruce, T. (2011)	<i>Learning Through Play</i> (2 nd ed)	Hodder Education
Bruce, T. and Meggitt, C. (2002)	<i>Childcare and Education</i> (3 rd ed)	Hodder and Stoughton
Daly <i>et al.</i> (2006)	<i>Understanding Early Years Theory in Practice</i>	Heinemann
Davenport, G. (1994)	<i>An Introduction to Child Development</i> (2 nd ed)	Collins Educational
Dryden <i>et al.</i> (2005)	<i>Essential Early Years</i>	Hodder Arnold
Hayes, N. and Orrell, S. (1993)	<i>Psychology — an Introduction</i>	Longman
Kinney, L. and Wharton, P.	<i>An Encounter with Reggio Emilia</i>	Routledge
Lindon, J. (1993)	<i>Child Development from Birth to Eight — A Practical Focus</i>	National Children's Bureau
Lindon, J. (2006)	<i>Equality in Early Childhood</i>	Hodder Arnold
Lindon, J. (2010)	<i>Understanding Child Development</i> (2 nd ed)	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. (1996)	<i>The Development of Language and Literacy</i>	Paul Chapman Publishing Ltd
Whitehead, M. (1997)	<i>Language and Literacy in the Early Years</i>	Sage Publication

Websites	
BBC — Open University	'Child of our Time' and other areas of related child development www.bbc.co.uk/programmes accessed 26 January 2018
BBC — Open University	The Making of Childhood www.open.edu/openlearn/whats-on accessed 26 January 2018
Born in Bradford	Science and research study looking at the impact of issues such as lifestyle and diet on babies born from 2007 onwards www.bradfordresearch.nhs.uk accessed 26 January 2018
Building Resilience in Young Children	www.beststart.org/resources accessed 26 January 2018
Education Scotland	Building the Curriculum https://education.gov.scot/scottish-education-system accessed 31 May 2018
Growing up in Scotland	Research site that provides wide-ranging studies on children and young people's health and wellbeing. https://growingupinScotland.org.uk accessed 26 January 2018
Mindbuilders	Family-centred intervention, specialising in children with autism www.mindbuilders-consulting.org accessed 26 January 2018
Moments of Wonder	Children's working theories in action www.tlri.org.nz accessed 31 May 2018
NHS Scotland	www.healthscotland.scot accessed 31 May 2018
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 www.ncb.org.uk accessed 31 May 2018
Nursery World	Key resource for child development and working in early years. www.nurseryworld-magazine.co.uk accessed 26 January 2018
Playlink	Multi-disciplinary approach to working with children and young people outside. https://playlink.org/ accessed 26 January 2018
Psychotron	www.psychotron.org.uk accessed 05 September 2018
Rechild News	Reggio Children's newsletter www.reggioaustralia.org.au accessed 05 September 2018
SCCYP	Scotland's Commissioner for Children and Young People www.cypcs.org.uk accessed 2 March 2018
SCSWIS	Social Care and Social Work Improvement Scotland www.gcs.co.uk accessed 2 March 2018
SSSC	Scottish Social Services Council Codes of Practice www.sssc.uk.com accessed 2 March 2018
Scottish Government	Child Protection publication www.sssc.uk.com accessed 2 March 2018

Scottish Government	Curriculum for Excellence https://education.gov.scot accessed 2 March 2018
Scottish Government	Getting it Right for Every Child (GIRFEC) www.gov.scot accessed 2 March 2018
Scottish Government	Pre-Birth to Three — National Guidance https://education.gov.scot accessed 2 March 2018
Scottish Government	Early Years Framework https://beta.gov.scot accessed 31 May 2018 https://earlyyearsscotland.org/about-us
Simple Psychology	https://simplypsychology.org
CYPCS	United Nations Convention on the Rights of the Child www.cypcs.org.uk accessed 2 March 2018
UNESCO	United Nations Convention on the Rights of the Child https://en.unesco.org accessed 29 August 2018
YouTube	Child Observation www.youtube.com accessed 29 August 2018
Zero to Three — national centre for infants, toddlers and families	Information on development and learning progress of babies and toddlers and ideas for activities. www.zerotothree.org accessed 2 March 2018
Suzanne Zeedyk	The Connected Baby www.suzannezeedyk.com accessed 2 March 2018
Dr Edward Tronick	Still Face Experiment www.youtube.com accessed 31 May 2018

Administrative information

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History of changes

Version	Description of change	Date
2.0	Course support notes and resources for learning and teaching added as appendices.	September 2018

Note: you are advised to check SQA's website to ensure you are using the most up-to-date version of this document.

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