



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 their 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 their 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.

Administrative information

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History of changes

Version	Description of change	Date

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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