



National Unit Specification

General information

Unit title: Sociology of Childhood (SCQF level 6)

Unit code: J7EL 46

Superclass: EE

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Version: 01

Unit purpose

This unit is designed to enable learners to investigate childhood from a sociological perspective. The learner will develop an understanding of the family unit and explore the importance of primary and secondary socialisation in childhood. Learners will evaluate the legislation, policies and guidance society has in place to improve the life chances for the families in Scotland today. The unit provides learners with the opportunity to identify and analyse factors that influence equality and inclusion for children and young people aged 0–18 years.

This is a mandatory unit of the National Certificate (NC) Childhood Practice at SCQF level 6. It may also be undertaken as a stand-alone unit. It is appropriate for those who are considering a career in Childhood Practice, may already be employed in the sector or wish to progress onto further study.

Outcomes

On successful completion of the unit the learner will be able to:

1. Investigate the key features of sociological concepts relevant to children and young people.
2. Explain the ways that life experiences can impact on children and young people.
3. Explain the ways legislation, policy and practice influences equality and inclusion in childhood practice.

Credit points and level

1 National Unit credit at Scottish Credit and Qualifications Framework (SCQF) level 6: (6 SCQF credit points at SCQF level 6).

National Unit Specification: General information (continued)

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Recommended entry to the unit

Whilst entry to this unit is at the discretion of the centre, it is recommended that learners have good communication skills, both written and oral.

Learners would benefit from some prior knowledge and understanding of childhood development.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

National Unit Specification: Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Investigate the key features of sociological concepts relevant to children and young people.

Performance criteria

- (a) Describe sociological concepts and their key features.
- (b) Describe family structures and roles.
- (c) Explain primary and secondary socialisation in childhood.

Outcome 2

Explain the ways that life experiences can impact on children and young people.

Performance criteria

- (a) Identify a variety of experiences that could have an impact on both the short and long - term life chances of children and young people.
- (b) Describe how children and young people are involved in the construction of their own identity.

Outcome 3

Explain the ways legislation, policy and practice influences equality and inclusion in childhood practice.

Performance criteria

- (a) Describe current legislation relevant to childhood practice in Scotland.
- (b) Explain how current policy influences childhood practice.
- (c) Describe how legislation and policy influences equality and inclusion in childhood practice.

National Unit Specification: Statement of standards (cont)

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Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria. Learners must provide written and/or oral evidence.

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 carried out through the unit. Evidence can be presented for individual outcomes or gathered holistically.

The Assessment Support Pack (ASP) for this unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

To achieve this unit, learners must provide evidence that they can:

Outcome 1

- ◆ Describe **two** sociological concepts and their key features.
- ◆ Describe **two** family structures and identify the roles within each structure.

Outcome 2

- ◆ Provide an explanation of **both** primary and secondary socialisation.
- ◆ Describe **one** life experience that may occur and explain its impact on the short-term life chances of children and young people.
- ◆ Describe **one** life experience that may occur and explain its impact on the long-term life chances of children and young people.

Outcome 3

- ◆ Describe **one** current legislation relevant to childhood practice in Scotland.
- ◆ Describe **one** current policy relevant to childhood practice in Scotland and explain how it influences childhood practice.
- ◆ Describe how **one** piece of legislation and **one** current policy influences equality and inclusion in childhood practice.



National Unit Support Notes

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Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

This unit is a mandatory unit of the NC Childhood Practice, but can also be taken as a free-standing unit.

The unit is suitable for learners who have not previously studied aspects of Childhood Practice or had employment experience in this sector.

This unit is designed to enable learners to investigate childhood from a sociological perspective. The learner will develop an understanding of the family unit and explore the importance of primary and secondary socialisation in childhood. Learners will evaluate the legislation, policies and guidance society has in place to improve the life chances for the families in Scotland today. The unit provides learners with the opportunity to identify and analyse factors that influence equality and inclusion for children and young people.

Outcome 1

Learners should investigate sociological concepts, some of which could include:

- ◆ Functionalism — norms, roles and values.
- ◆ Conflict Theory — power, class and inequality.
- ◆ Symbolic Interactionism — labelling, interpretation of symbols self-concept.

Children as active agents are involved in co-construction of their own learning and knowledge. This includes leadership at all levels within a child-centred approach. This should also allow opportunity to discuss key challenges of prejudice, discrimination, labelling and stereotyping.

Learners should investigate the meaning of a family unit and how primary and secondary socialisation can impact on children and young people's development.

Family types could include:

- ◆ Nuclear.
- ◆ Extended.
- ◆ Lone parent.
- ◆ Blended.

National Unit Support Notes (continued)

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Family relationship:

- ◆ Power.
- ◆ Parent style.
- ◆ Identity.

Primary and Secondary Socialisation. A discussion with learners should take place about how a child and young person constructs their own identity:

- ◆ Family.
- ◆ Peer group/friendships.
- ◆ Education.
- ◆ Gender.
- ◆ Norms, values and customs.
- ◆ Identity/multiple identity formation.

Outcome 2

Learners should investigate how life experiences can impact on children and young people's equality and inclusion, resilience, wellbeing and behaviour and physical and mental health.

Life experiences can include:

- ◆ Access to education.
- ◆ Play and learning opportunities.
- ◆ Poverty.
- ◆ Domestic violence.
- ◆ Bereavement.
- ◆ Marital breakdown.
- ◆ Disability.
- ◆ Family structure.
- ◆ Health and Wellbeing.
- ◆ Cultural heritage/ethnicity.
- ◆ Gender identity.
- ◆ Care experienced.
- ◆ Home learning environment.
- ◆ Young carers.

There should be opportunities for learners to identify the links between access to education, quality of provision and successful outcomes for children and young people. Life experiences shape the opportunities for a child and young person and impact on the individual mental and physical wellbeing.

National Unit Support Notes (continued)

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Outcome 3

Learners should have the opportunity to examine how current legislation and policies support values and principles of learning and development of children and young people.

Current and relevant Scottish legislation and policies may include, but are not restricted to the following:

- ◆ Children and Young People Scotland Act 2014.
- ◆ Health and Social Care Standards (2018).
- ◆ Getting It Right For Every Child (GIRFEC).
- ◆ Realising the Ambition: Being Me (2020).
- ◆ Equality Act (2010).
- ◆ The Education (Scotland) Act 2016.
- ◆ The Protecting Vulnerable Groups (Scotland) Act 2017.
- ◆ Child Poverty (Scotland) Act 2017.
- ◆ How good is our early learning and childcare (HGIOELC) 2016.
- ◆ The Scottish Schools (Parental Involvement) Act 2006.
- ◆ Education (Additional Support for Learning) (Scotland) Act 2009.
- ◆ SSSC Codes of Practice.

These policies, legislation and guidance should be explored and can all be related back to the life chances discussed in outcome 2. The current legislation and policies execute the Scottish Government agenda to improve the life chances of children and their families.

Learners should explore Getting It Right For Every Child (GIRFEC) and the role the guidance plays in the support of childhood development. There are eight indicators of wellbeing which are safe, healthy, achieving, nurtured, active, respected, responsible and included.

Realising the Ambition: Being Me

<https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>

National Unit Support Notes (continued)

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Guidance on approaches to delivery of this unit

In delivery of the unit there should be a balance between lecturer presentation and learner discussion and research. A variety of methods may include:

- ◆ Group discussion.
- ◆ Realising the Ambition — talking point questions and case studies.
- ◆ How Good is our Early Learning and Childcare.
- ◆ Videos.
- ◆ Research questions.
- ◆ PowerPoint presentation.
- ◆ Small group exercises.
- ◆ Worksheets.

It may be useful to teach outcome by outcome approach. Ensure the learners understand the sociological concepts before exploring early years' socialisation. Followed by discussion of how life chances impact on a child and young person's ability to build resilience.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

The evidence does not need to be achieved in one activity but can be assembled from a variety of tasks and assessments carried out throughout the unit. Evidence can be presented for individual outcomes or gathered for the unit or course as a whole by combining assessment holistically in one single activity.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work and/or further and higher education.

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a learner is the learner's own work.

National Unit Support Notes (continued)

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A range of evidence types could allow learners to show this understanding. For example:

- ◆ Blog or wiki.
- ◆ Information leaflet or booklet.
- ◆ Annotated poster or a series of annotated posters.
- ◆ Annotated mind map.
- ◆ Written/typed report.
- ◆ Oral presentation using notes or an information technology (IT) presentation using supportive notes.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

Learners will have the opportunity to develop the following Core Skills:

- ◆ Communication.
- ◆ Working with Others.
- ◆ Information and Communication Technology (ICT).

History of changes to unit

Version	Description of change	Date

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Unit template: June 2017

General information for learners

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This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is a mandatory unit of the National Certification (NC) Childhood Practice. The unit is suitable for you even if you have not previously studied aspects of Childhood Practice or had employment experience in this sector.

This unit is designed to enable you to investigate childhood from a sociological perspective. You will develop an understanding of the family unit and explore the importance of primary and secondary socialisation in childhood. You will evaluate the legislation, policies and guidance society has in place to improve the life chances for the families in Scotland today. The unit provides learners with the opportunity to identify and analyse factors that influence equality and inclusion for children and young people.

The assessments for this unit may involve presentations, reports, and written and/or oral questions or a variety of other suitable assessment methods. The submission of these assessment materials will help improve your learning, inter-personal and communication skills.

There are three learning outcomes for this unit:

Outcome 1

Investigate the key features of sociological concepts relevant to children and young people.

Outcome 2

Explain the ways that life experiences can impact on children and young people.

Outcome 3

Explain the ways legislation, policy and practice influences equality and inclusion in childhood practice.