

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Supporting Child Development

Unit Reference Number: Y/651/2887

Level: Three (3)

Credit Value: Six (6)

Minimum Guided Learning Hours: 40

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Be able to use theories and models to support the education and development of babies and children	1.1 Identify how cognitive science, evidence-based theories, and philosophical approaches support babies' and children's development
	1.2 Describe the expected patterns of babies' and children's development from: <ul style="list-style-type: none"> a) 0-5 years old b) 5-7 years old
	1.3 Demonstrate how to support babies and children with their: <ul style="list-style-type: none"> a) Physical development b) Cognitive development c) Speech/ language and communication development d) Emotional development e) Neurological and brain development
	1.4 Analyse how self-regulation changes according to a child's age and development
	1.5 Demonstrate how to support babies and children to understand and manage their emotions and emotional reactions
	1.6 Use co-regulation to support babies and children when they experience a range of emotions
2. Be able to support the positive development in babies and children	2.1 Analyse how babies and children can form positive and appropriate attachments

	2.2	Demonstrate implementing techniques for supporting children to form positive attachments	
	2.3	Explain ways to avoid stereotyping and prejudice when supporting children	
	2.4	Prepare babies and children through transitions and life events	
	2.5	Analyse how babies' and children's learning and development can be affected by: <ul style="list-style-type: none"> a) Their individual circumstances b) Significant events in their lives c) Cultural background d) Family circumstances 	
	2.6	Give examples of how they have identified, helped and worked appropriate with others to provide children and babies with any additional support they may need	
3.	Be able to make a positive contribution babies' and children's health and wellbeing	3.1	Describe the importance of physical, mental and emotional health and wellbeing and how they can impact on babies' and children's development
		3.2	Carry out strategies to encourage positive physical wellbeing
		4.3	Carry out strategies to encourage positive mental wellbeing
		3.4	Carry out strategies to encourage positive emotional wellbeing

Indicative Content	
LO1	<p>1.1 Learners are required to identify how they have applied cognitive science, evidence-based theories, and philosophical approaches when working with young children. These may be referenced through reflective journals, logs or a learner statement which contains reference to real work scenarios.</p> <p>1.3 Learners must be able to show how to support young children with their: <ul style="list-style-type: none"> a. Physical Development b. Cognitive Development c. Speech/Language Development d. Communication/Interaction e. Neurological and brain development </p> <p>They should evidence this through reflective journals, logs or a learner statement which contains reference to real work scenarios and should provide at least one (1) example for each area of development listed above for babies and young children.</p> <p>1.4 This should include: Children are in the early stages of learning to self-regulate and it is something that is developed throughout the early years. Co-regulation (the support we provide to children to help them understand, express</p>

	<p>and regulate their feelings) is a vital building block towards the ability to self-regulate.</p> <p>1.5 Learners must be able to demonstrate they can actively support young children to understand and regulate their emotions, as well as support them to respond to these emotions and make considered choices about their behaviours. Learners should be able to apply and use strategies for supporting and monitoring this process appropriate for the child's age and development. Reflective journals would be one way of recording and demonstrating this.</p> <p>1.6 Learners must be able to evidence how they use co-regulation to support young children's development. This may be demonstrated through examples of role-play scenarios, or recordings of such activities.</p>
LO2	<p>2.1 This must include how personal, social and emotional development (PSED) is crucial for babies and children to lead healthy and happy lives and is fundamental to their cognitive development. The important attachments that shape their social world underpin babies' and children's personal development. This must also include how these attachments help babies and children to develop social skills and maintain relationships.</p> <p>2.2 Learners are required to apply theories of attachment, to demonstrate successful formation of attachment between children and caregivers, and other children. This must show how to develop effective relationships with key individuals and other children, with clearly established and age-appropriate boundaries. This may be evidenced through observational reports.</p> <p>2.3 Learners must provide evidence of how diversity is maintained, and how strategies to avoid stereotyping and prejudice are upheld. This may be demonstrated through lesson plans, activity schedules and evaluations.</p> <p>2.4 Learners must be able to evidence how they have applied strategies to support young children to manage change, transitions, and/or significant life events. This includes events such as: • moving school • starting and moving through and/or between early years settings • birth of a sibling • moving home • family breakdown • living outside of the home • loss of significant people / bereavement • social events that impact their lives, such as Covid-19 • adoption and care; and including the significance of adverse childhood experiences and trauma. Learners should provide evidence, in the form of support plans, recommendations or records. It is expected that learners will be able to identify these significant life events, but evidence is required for at least two (2) of the event from the list above.</p> <p>2.5 Learners are required to show that they have explored the potential impacts of cultural background and family dynamics on child development, through research papers, articles, etc. Also, they should be able to produce case studies which show effective strategies to support children from at least two (2) different cultural backgrounds.</p>
LO3	<p>3.2 In addition to following organisational policies and procedures, learners must be able to evidence their participation in campaigns which promote positive physical wellbeing. This may include programmes promoting nutrition, physical exercise or similar e.g., consume healthy and balanced meals, snacks, and drinks appropriate for their age and that support good oral health; be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors; develop personal hygiene practices, including oral</p>

hygiene.

3.3 In addition to following organisational policies and procedures, learners **must** be able to evidence their participation in activities that promote the positive mental wellbeing. This may include relaxation, mindfulness, be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors

3.4 In addition to following organisational policies and procedures, learners **must** also show that they have actively participated and contributed to the promotion and implement strategies to encourage positive emotional wellbeing, such as emotional literacy programmes, be aware of personal safety and the safety of others.

For all the above criteria, reflective log entries and evaluations are acceptable additional evidence. (Verbal question and answer is also acceptable but must be recorded for IQA/EQA inspection in the future).