

BTEC

Edexcel Level 3 BTEC Nationals in Children's Care, Learning and Development

To support the specification

October 2008

Tutor support

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Authorised by Roger Beard
Prepared by Phil Myers

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Introduction

This publication supports delivery of the Edexcel Level 3 BTEC National Award, Certificate and Diploma in Children's Care, Learning and Development. It should be read in conjunction with the published specification (publication code BN018466).

All BTEC National units include an *Essential guidance for tutors* section. This brings together the unit's abstract, learning outcomes, content and grading grid, providing an overview of how the unit may be delivered and assessed.

The tutor support materials in this publication are designed to supplement the guidance given in the units. They provide a suggested programme of learning where the unit content has been divided into a number of manageable teaching sessions.

Also included for each unit is a possible sample assessment activity drawn from the suggested programme of learning. Other assignments for the unit will need to be written by the tutor. All assignments should be subjected to the centre's normal quality assurance procedures.

These tutor support materials are not prescriptive. Tutors may feel that the unit can be delivered and assessed more effectively in a different way. This may be because of the way the qualification is organised within their centre or after taking into consideration their learners and their learning styles and prior learning.

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Unit 1: Positive Relationships for Children's Care, Learning and Development

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

The aim of this unit is to enable learners to develop an understanding of the importance of developing and promoting positive relationships with children, communicating with children and adults, and fostering positive relationships between children and other adults. There will be opportunities for learners to develop skills and strategies to communicate effectively with children and adults in children's care, learning and development environments.

The unit encourages learners to look at how children develop relationships with peers, as well as with other adults, and to identify strategies and practices that support children in developing these relationships. It also requires the learner to identify and understand the skills and information required to communicate effectively with other adults within children's care, learning and development settings, including awareness of issues such as personal and professional values and confidentiality.

The unit is intended to contribute to the underpinning knowledge required for all four elements of CCLD 301: Develop and promote positive relationships of the National Occupational Standards in Children's Care, Learning and Development.

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to develop relationships with children
- 2 Be able to communicate with children
- 3 Be able to support children in developing relationships
- 4 Be able to communicate with adults.

Exemplar programme of learning

This programme is divided into 15 sessions of 4 hours.

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
1	<p>Unit introduction and overview.</p> <p>The importance of developing relationships with children.</p>	<p>Look at video/DVD clips of children of different ages interacting with adults.</p> <p>Discuss each clip shown from a baby to an older child. Learners write down and share ideas of why they feel the interactions are of value.</p> <p>Tutor summarises their ideas under each age range heading on whiteboard – learners copy.</p> <p>Hand out worksheet with sector values written down on left. In adjoining column each learner writes down own ideas of why each is important – share ideas with whole group – tutor notates ideas.</p> <p>Tutor introduces assignment/s.</p>	<p>P1 How to adapt to meet the needs of children of different ages, needs and abilities. Learners should begin to develop an understanding of the meaning of sector values: applying inclusive and anti-discriminatory practice; respecting confidentiality; maintaining children’s welfare; showing value in what children say and developing good listening skills and responding well; promoting self-esteem.</p>	<p>Video/DVD clips.</p> <p>Whiteboard.</p> <p>Prepared worksheet of sector values.</p> <p>Pens and paper.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
2	Different forms of communication.	<p>Introduce different types and briefly discuss.</p> <p>Group work – divide group into sub-groups and give each group one of the types to research. Each group makes a poster to present to rest of group.</p> <p>Tutor to support where necessary.</p>	P2 Consideration of different forms of communication – written, spoken, Braille, pictorial, NVC, etc. Uses of each in early years settings.	Pens and paper. Magazines to cut up.
3	<p>Different forms of communication.</p> <p>Other forms of communication used for specific needs.</p>	<p>Groups present their posters – learners take notes.</p> <p>Tutor to sum up research work into alternative forms of communication.</p> <p>Learners take notes and present findings to whole group.</p>	P2 Research into alternative forms of communication – PECS, Makaton, communication aids, etc.	Resource centre.

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
4	Barriers to communication.	<p>Brainstorm as a whole group barriers that may hinder interaction and formation of relationships.</p> <p>Present role play scenarios for learners to act out the different barriers – how did they feel? How could they improve each situation?</p> <p>Learners to consider barriers within their settings – room layout, noise, misunderstanding and interpretation, language differences, physical difficulties – hearing, stereotyping, etc.</p> <p>Learners sum up ideas.</p>	P1, P2 Understanding of barriers to communication will support learners’ responses to these tasks.	Whiteboard and marker. Role play scenarios.
5	Development of supportive skills – effective/ineffective.	<p>Zones of personal space. Introductory activity based on personal space – learners stand next to a fellow learner – how close is too close?</p> <p>Brainstorm the implications of personal space in an early years setting when working with children.</p> <p>Discussion of how to develop good supportive skills in EY setting.</p> <p>Tutor to introduce workplace scenarios.</p>	P2; P4	Practical scenarios relating to workplace.

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
6	Improving own interpersonal skills and developing good listening skills.	Provide taped sections of giving directions to a deaf person and what sounds they would hear. Provide taped examples of a learner who is conveying good listening skills and one who isn't. Telling a story in a noisy environment and any other appropriate situations. Discuss reactions to each section used and make notes of how they felt – relate this to how children might feel. Learners to devise an action plan – how good are their communication skills – and what can they do to improve them? Hand out action plan sheets. Recap of skills discussed to date.	P2; P4	Action plans. Audio extracts and tape recorder. Worksheets.
7	The communication cycle.	PowerPoint of communication cycle. Discussion – do learners see its relevance? Note-taking.	P2; P4	OHTs. Handouts.
8	Values and attitudes.	Discussion on the importance of developing good self-esteem within the workplace and how values and attitudes affect the communication cycle. This could be supported with a video.		Video clip.

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
9	Dealing with confrontation.	<p>Tutor to introduce discussion on workplace confrontation using a scenario – prompt learner discussion with questions. What would they do? How could the situation have been avoided? Scenarios should include examples of confrontational situations with children and adults.</p> <p>Learners in groups to discuss selected scenarios and to present to others what they would have done in the given situation.</p>	P1, P4	OHTs. Case studies.
10	Management of behaviour.	<p>Tutor could introduce this with a video.</p> <p>Discussion on how behaviour can be managed and different strategies for different situations in which behaviour is an issue relative to different ages/stages.</p> <p>Learners take notes.</p>	P1, P2	Video clips.

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
11	Working with other professionals and families.	Tutor should introduce scenarios of working with parents and other professionals. Brainstorming ideas – what are the different motivations and impacts on parents/professionals? Learners work in small groups and feedback to whole group.	P4	Scenarios. PowerPoint presentation.
12	Working with children who are distressed.	Tutor could introduce discussion with scenarios. Learners take notes and share ideas. Scenarios to work through and discuss as whole group.	P2	Scenarios.
13	Legislation and confidentiality.	Tutor to introduce main legislation relating to issue. Learners work in groups on a specific piece of legislation using the internet to research. Groups feedback to class. Group discussion on issue of confidentiality. Learners on placement should include policies within the workplace that link to interpersonal skills – data protection, confidentiality, staff appraisal, CPD development.	All	Internet access, workplace policies.

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
14	Assignment	Learners prepare assignment work drawing on work placement activities.	All	Action plans.
15	Assignment	Learners prepare assignment work drawing on work placement activities.	All	Action plans.

Sample assessment activity

Task 1

Drawing on examples from the placement settings you have experienced to date describe how relationships can be developed within each age range – 0-1, 1-3, 3-5, 5-8 years. You need to consider work undertaken in class considering how relationships are formed and applying sector values – exclusivity and anti-discriminatory practice, respecting confidentiality, etc. Describe a minimum of four examples from each placement setting. (P1)

This task provides evidence for Unit 1 criterion P1.

NOTE: This task cannot be completed until you have experienced all placement settings but to make sure you stay on task you will be required to hand in four examples at the end of each placement. Hand in dates will be set.

Task 2

Whilst in each placement setting describe at least four examples of how you communicated with the children in 0-1, 1-3, 3-5 and 5-8 age ranges. (P2)

NOTE: This task cannot be completed until you have experienced all placement settings but to make sure you stay on task you will be required to hand in four examples at the end of each placement. Hand in dates will be set.

On completion of each placement setting evaluate your own communication skills in how they have helped or hindered the communication process and make suggestions on how to build on and improve your developing skills. (D1)

NOTE: You will need to refer to previous evaluations and placement reports in order to work on continual improvement and development of your communication skills. Final grade achieved will be awarded at the end of the last placement.

Write an essay (between 750-1000 words) explaining why communication skills are important in developing relationships with children in placement settings. You will need to include a range of communication skills – verbal, body movement, gestures, etc. (M2)

Task 3

It is important as efficient and effective Early Years Practitioners' that we are able to support children in developing relationships. Make a table of methods/strategies you can use to support children when forming relationships. (P3) Explain the benefits of each method/strategy used. (M2)

Example of table layout

Method/strategy to support children when forming relationships	Benefits of method strategy used
Stories – begin to understand other people’s feeling – talk to children depending on age about feelings.	Stories can help children understand feelings of being happy, sad, etc. They can relate to them as they are non-threatening and allow free expression.
<p>Challenging conflict and helping children develop self discipline according to their ages:</p> <ul style="list-style-type: none"> • 18 months – distraction • 4 year old – using words and gestures to explain how conflict can affect others. 	With the younger child distraction is useful as they have not yet learnt to decentre and are still egocentric. As a child gets older the benefits of using words and gestures with tone and expression conveys feelings of hurt in others – they can learn empathy.

Task 4

Effective communication with adults in the workplace is essential to create a harmonious and happy environment for young children. Using examples from placement describe how you have communicated effectively with other adults, both fellow workers and parents. **(P4)** Explain in essay form the importance of effective communication with adults **(M3)** and evaluate your own developing communication skills in forming relationships with adults in placement settings. **(D2)**

Resource list

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- people/day-to-day interactions, for example school/college or local counsellors, special need tutors, project workers, speech therapists, psychologists, social workers
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- case study materials
- audio and visual recording equipment
- audio and visual records, eg television interviews, soap operas, chat shows, magazines or newspapers.

Indicative reading for learners

There are many resources available to support this unit. Some examples are below.

Books

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006)
ISBN 0340925396

Green S – *BTEC National Children's Care, Learning and Development Book 1* (Nelson Thornes, 2007) ISBN 9780748781973

Peacock S – *BTEC National Children's Care, Learning and Development: Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Squire G – *BTEC National Children's Care, Learning and Development Student Book* (Heinemann, 2007) ISBN 9780435499099

Tassoni P – *S/NVQ Level 3 Children's Care, Learning and Development: Candidate Handbook* (Heinemann, 2006) ISBN 9780435449179

Walker M – *Children's Care, Learning and Development NVQ 3: Candidate Handbook* (Nelson Thornes, 2006) ISBN 0748796045

Websites

www.concordvideo.co.uk Concord Media (Film and video)

www.sirenfilms.co.uk Siren Film and Video Ltd

Unit 2: Positive Environments for Children's Care, Learning and Development

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit aims to develop the knowledge and skills required to enable learners to establish and maintain a healthy, safe and secure environment for children. This includes learners gaining understanding of legislation, policies and procedures in a childcare setting.

The unit also includes learning about the correct procedures for dealing with accidents, injuries, illnesses and other emergencies, and how these procedures should be supervised.

The care of babies and young children is fundamental to early years work, and the unit also provides the knowledge, understanding and opportunities for skill development required by early years workers in all aspects of this care.

The unit is intended to contribute to the underpinning knowledge required for all three elements of CCLD 302: Develop and maintain a healthy, safe and secure environment for children of the National Occupational Standards in Children's Care, Learning and Development.

Learning outcomes

On completion of this unit a learner should:

- 1 Know how to establish and maintain a healthy, safe and secure environment for children
- 2 Know how to supervise procedures for accidents, injuries, illnesses and other emergencies
- 3 Understand how to care for babies and children aged 0-8 years
- 4 Be able to demonstrate development of the skills required to care for babies and children aged 0-8 years.

Exemplar programme of learning

This programme is divided into 15 sessions of 4 hours.

Week	Topic	Delivery method	Linked assessment and/or task, eg P1, P2	Resources
1	Unit overview	<p>Introduce unit and assignment brief and set out time schedule for achievement of related tasks.</p> <p>Lecture and note-taking.</p> <p>Discussion – whole class to discuss any issues that may arise.</p> <p>Sub-groups begin to work on Task 1.</p>	Task 1	<p>PowerPoint.</p> <p>Unit specifications.</p> <p>Assignment brief.</p> <p>Copies of legislation.</p> <p>Boards for displays and display material.</p>
1	Research into legislation	<p>Learners work in small groups researching and selecting main points of legislation for displaying to whole class and start to put up display.</p> <p>Class activity – small group work – research – workshop with tutor input as support and to assist with formalisation of ideas.</p>	Task 1	<p>Copies of related legislation.</p> <p>Display material.</p>

Week	Topic	Delivery method	Linked assessment and/or task, eg P1, P2	Resources
2	Display of relevant legislation	<p>Learners to complete first part of task 1 and then make their own notes to complete individual task.</p> <p>Workshop as above then for sub-groups to show whole class displays – discuss the main points answer questions if necessary and make own notes.</p> <p>Tutor to give feedback and add any information if required.</p>	Task 1	<p>Display material.</p> <p>Digital camera to evidence display work.</p>
3	Definition of terminology	<p>Learners consider the terms used – accident, injury, illness and emergency and define each.</p> <p>Class activity – small group work. Have large sheets of paper and markers on tables with key word at top. Learners to write down a definition on each then compare results.</p> <p>Tutor to consolidate definitions and show related video or DVD clips.</p> <p>Learners to then write down and discuss potential dangers that may occur in the workplace – relate to professional practice experience.</p>	Task 2	<p>Paper and thick markers.</p> <p>Video/DVD player and presenter.</p>

Week	Topic	Delivery method	Linked assessment and/or task, eg P1, P2	Resources
4-7	Paediatric First Aid	<p>Learners to undertake training for a recognised First Aid qualification with qualified instructor.</p> <p>4 X 3 hour training programme followed with final practical and written assessment undertaken in week 4. Two trainers required for final assessment.</p> <p>If learners do not achieve competency level, a second opportunity will be given later in course with another group.</p>	Task 2 – P4	<p>Qualified assessor and relevant training programme provided.</p> <p>Certification provided through awarding body.</p>
8	Workshop	Teacher allows time for learners to complete task 2 – write up 3-4 examples under headings – accidents, injuries, emergencies and illnesses and procedures (P3 and M2).	Task 2 – P3, M2	Computer access for writing up assignment task where possible.

Week	Topic	Delivery method	Linked assessment and/or task, eg P1, P2	Resources
9	Safety in the workplace	<p>Learners to gain knowledge of safety symbols and to be able to plan a safe and secure working environment.</p> <p>Group work – divide into small groups and hand out laminated copies of a nursery setting plus symbols of safety features – ramps – fire extinguishers, emergency exits, hazardous materials etc.</p> <p>Plan in appropriate area on plan.</p> <p>Tutor allows time for feedback.</p> <p>Second task – small group work – plan a nursery environment for 3-5 year olds considering how each area relates to other areas.</p>	Task 3	<p>Laminated nursery plans and symbol cards.</p> <p>List of play areas and notes on S.P.I.C.E.S – Social, Physical, Intellectual, Cultural, Emotional and Spiritual Development.</p>
10	Routines in different settings	<p>Learners to understand the purpose of routines within different settings. Link to Unit 4 – different settings within early years.</p> <p>Class task – worksheet – age groups – list of different settings and lists of routines.</p> <p>Learners cut and paste lists under the relevant age groups.</p> <p>Discuss findings as a whole group.</p> <p>Video/DVD extracts to consolidate findings.</p>	Task 3	<p>Worksheets.</p> <p>Video/DVD clips.</p>

Week	Topic	Delivery method	Linked assessment and/or task, eg P1, P2	Resources
11	Value and importance of routines	<p>Learners to consider the key outcomes of <i>Every Child Matters</i> (mainly first three outcomes) and <i>Principles within Birth to Three Matters</i> that directly relate to the value and benefits of routines.</p> <p>PowerPoint showing overview of outcomes and principles – discussion and note-taking.</p> <p>Show related clips of routines from different workplace settings.</p> <p>Learners to list at least five routines they have seen in the workplace and share ideas – this can be evidence for Unit 4.</p>	Task 3	Handout. Video/DVD clips.

Week	Topic	Delivery method	Linked assessment and/or task, eg P1, P2	Resources
12	Care routines for babies workshop	<p>Learners to practise different care routines within simulated conditions and care of equipment.</p> <p>Learners to consider allergic reactions and importance of knowing how to adapt routine to meet individual children's needs, eg different type of skin care.</p> <p>Prepare different workstations for mixing bottles, preparing feeds, changing nappies, bathing and skin care.</p> <p>Take learners round each station as a whole group and demonstrate then split into sub-groups and allow time for hands-on practice.</p> <p>Each learner has a check list and working in pairs tick observe each point in procedure and give feedback – peer assessment</p>	Task 3	<p>Baths, towels, etc.</p> <p>Baby food, weaning charts, formula milk.</p> <p>Sterilisers – different types.</p> <p>Skin care products, cotton wool etc.</p> <p>Nappies and cleaning materials.</p> <p>Changing mats.</p> <p>Variety of dolls.</p> <p>Care and washing of clothes.</p>

Week	Topic	Delivery method	Linked assessment and/or task, eg P1, P2	Resources
13	<p>Planning daily routines in different settings to incorporate stimulating play activities</p>	<p>Learners to plan daily routines taking into considering ages and stages of development and procedures for start and end of day contact with parents/main carers.</p> <p>Provide learners with three worksheets with day divided into sections from 8.00am-6.00pm.</p> <p>Discuss a routine day in a nursery setting catering for children from 0-5 years in the age ranges of 0-1, 1-3 and 3-5. Consider similarities and difference and how to stimulate children in the different age ranges – toys, equipment etc.</p> <p>Class activity – in small groups plan three different daily routines – share with whole class.</p> <p>Class activity – cut up old catalogues containing toys/equipment, for each age range and place items onto large sheets of paper with headings of related ages.</p> <p>Tutor to bring ideas together at end of the class.</p>	<p>Task 3</p>	<p>Worksheets.</p> <p>Large newsprint paper.</p> <p>Toy/equipment catalogues to cut up.</p> <p>Old Nursery World and Child Education magazines.</p>

Week	Topic	Delivery method	Linked assessment and/or task, eg P1, P2	Resources
14	Communicating with Babies and Young Children	<p>Learners to consider the importance of communicating with babies and young children seven activities to stimulate communication – treasure basket, heuristic play, baby massage.</p> <p>Strategies to use when managing a distressed baby/child.</p> <p>Look at video/DVD clips of different situations where adults share good communication interaction – use of face, body, etc.</p> <p>Let learners bring up points to suggest what would happen if communication was poor – relate to their own communication skills – make notes.</p> <p>Return to video/DVD and look at treasure basket, heuristic play and baby massage in action – draw again on learners reactions – discuss and make notes.</p> <p>For professional practice each individual learner draws up an action plan for ways to improve own communication skills.</p>		

Week	Topic	Delivery method	Linked assessment and/or task, eg P1, P2	Resources
15	Plenary	<p>Tutor to sum up the whole unit and consolidate learning.</p> <p>Leave approximately ½ hour at the end of final session for learners to discuss what they have learnt in this unit and how it links to other units.</p>	Task 2	PowerPoint returning to overview of unit summary.

Sample assessment activity

Task 1

- 1 In pairs or a group of three research one of the following pieces of legislation and produce a display that highlights the main aspects of each piece of legislation.
 - Health and Safety at Work Act 1974
 - Food Safety Act 1990
 - Food Safety (General Food Hygiene) Regulations 1995
 - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995
 - Management of Health and Safety at Work Regulations 1999
 - Control of Substances Hazardous to Health Regulations (COSHH) 2002
 - Children Act 2004
 - Children Act 2006

You will be allowed two sessions for this part of the task and be provided with a copy of each piece of legislation.

- 2 As an individual, make notes from each display then write up appropriate descriptions of each under the headings of:
 - health
 - safety
 - security.

(P1)

- 3 Describe the procedures for risk assessment and hygiene control in your present practical placement setting **(P2)**, and discuss including additional detail on how legislation that relates to risk assessment and hygiene control helps to establish and maintain a healthy, safe and secure environment for children. **(M1)**

To achieve the distinction criteria evaluate how the legislation, policies and procedures previously studied help to establish and maintain a healthy, safe and secure environment for children **(D1)**. For this section of the task you should attempt to include reference to how the policies and procedures are implemented within your present practical placement.

This task provides evidence for Unit 2 criteria P1, P2, M1 and D1 Unit 4 Criterion M1.

Task 2

1 Identify a range of accidents, injuries, illnesses and emergencies that may occur within the workplace and for each example selected describe how you would deal with the situation following the correct procedures identified within procedure guidelines. Where possible include 3/4 examples under each section:

- accidents
- injuries
- illnesses
- emergencies.

(P3)

- 2 You will receive practical guidance for undertaking this task, as well as an assessment of your knowledge by undertaking the Paediatric First Aid qualification. **(P4)**
- 3 Provide a detailed explanation of how you can ensure that the procedures you have considered above for dealing with accidents, injuries, illnesses and emergencies are followed effectively. **(M2)**

Suggested examples you could refer to are falls, children clashing together, broken limb, choking, head injury, asthma attack and allergy attack.

This task provides evidence for Unit 2 P3, P4 and M2.

Task 3

Where possible the following routines will be carried out in the related practical placement establishments you will cover over the two year course – 0-1, 1-3, 3-5, 5-8 years:

- feeding – bottle, weaning and set mealtimes and snack – taking into consideration allergies and food preferences
- preparing a bottle – will be a simulation in college
- nappy changing and toilet routines including toilet training
- care of hair, skin and teeth – bathing a baby will be a simulation in college
- rest and sleep periods
- communicate with babies and children, eg baby massage
- appropriate footwear and clothing for different play settings – indoor and outdoor
- planning play and physical activities
- providing stimulating play activities using appropriate resources
- greeting children as they arrive and end of day routine.

And any other routines that are applicable to the settings.

- 1 Once you feel you are competent at carrying out each routine ask either your placement supervisor or visiting tutor to observe you and record using a witness testimony. **(P5 and 6)**
- 2 Provide an explanation of how you care for babies and young children under each age range heading **(M3)**, and evaluate your own developing skills in the care of babies and young children. **(D2)**

This task provides evidence for Unit 2 criteria P5, P6, M3, D2 but will also provide evidence for Unit 4 criteria P4, P5, P6, M3, M4, M5, D2 and D3.

Resource list

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- access to a variety of placements allowing learners to fulfil the requirements of the unit in terms of the 0-8 age range
- childcare equipment
- first aid equipment
- first aid box
- the necessary resources to provide learners with a recognised first aid qualification
- library resources with key texts and other reference materials.

Indicative reading for learners

There are many resources available to support this unit. Some examples are below.

Books

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006)
ISBN 0340925396

Duffy A – *Working with Babies and Children under Three* (Heinemann, 2006)
ISBN 9780435987312

Green S – *BTEC National Children's Care, Learning and Development Book 1* (Nelson Thornes, 2007) ISBN 9780748781973

Kay J – *Good Practice in Childcare* (Continuum International Publishing Group, 2004)
ISBN 0826472737

Meggitt C – *Child Development: An Illustrated Guide* (Heinemann, 2006)
ISBN 0435420488

Peacock S – *BTEC National Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Squire G – *BTEC National Children's Care, Learning and Development: Student Book* (Heinemann, 2007) ISBN 9780435499099

Stoppard M – *Complete Baby and Childcare* (Dorling Kindersley, 2006)
ISBN 1405311177

Tassoni P – *S/NVQ Level 3 Children's Care, Learning and Development: Candidate Handbook* (Heinemann, 2006) ISBN 9780435499179

Walker M – *Children's Care, Learning and Development NVQ 3 Candidate Handbook* (Nelson Thornes, 2006) ISBN 0748796045

Journal

Child Education

Websites

www.boots.com

Boots

www.childcarelink.gov.uk

National and local childcare information

www.childcare.net

Childcare online

www.food.gov.uk

Food Standards Agency

www.resus.org.uk

Resuscitation Council (UK)

www.sirenfilms.co.uk

Siren Film and Video Ltd

www.skillsforcareanddevelopment.org.uk

Skills for Care and Development

Unit 3: Promoting Children's Development

NQF Level 3: BTEC Nationals

Guided learning hours: 120

Unit abstract

The aim of this unit is to provide learners with the opportunity to develop detailed knowledge and understanding of growth and development in children aged from 0 to 16 years. Related to this understanding is the observation of such growth and development, which facilitates the study of children's development in order to assess individual children and so plan to promote their development.

The first part of this unit looks at the principles and theories underpinning development. An overview of conception and the developing foetus is provided, as well as factors that may influence development both positively and negatively. Learners will explore how to promote development in this age range, as well as gain an in-depth understanding of children's physical, emotional, social, cognitive and language development.

The second part of the unit concerns the observation of children, which underpins work in the sector. Observation needs to be as objective as possible, and it is consequently important that potential childcare workers develop the necessary skills in order to carry out observations objectively and effectively, and with due consideration for ethics.

Learners will be introduced to a number of observational techniques and will gain an understanding of their use. They will explore and practise different methods of observation that are appropriate in different situations and for different purposes.

Learners will also become aware of the pitfalls involved in observing children. They will learn to be cautious in making interpretations and conclusions from observations, objectivity being affected by an individual's perception as a result of attitudes, beliefs, values and experience.

Finally, learners are required to use observational skills to carry out a longitudinal study of a baby or young child, thus bringing together the developmental and observational aspects of this unit.

The unit is intended to contribute to the underpinning knowledge required for all four elements of CCLD 303: Promote children's development of the National Occupational Standards in Children's Care, Learning and Development.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the expected patterns of development from 0-16 years
- 2 Know how to promote development across age ranges
- 3 Understand objectivity and ethics when observing children
- 4 Understand the use of observation
- 5 Be able to use techniques of observation to carry out a longitudinal child study.

Exemplar programme of learning

Note: As this unit requires 120 teaching hours, each session below is based on 10 hours of teaching which you should split into more than one session.

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
1	<p>Introduction to the unit.</p> <p><i>Set Longitudinal study.</i></p> <p><i>Think about:</i></p> <p><i>Planning:</i> aspects of development, choice of child, initial information gathering, number of observations, choice of appropriate techniques.</p> <p><i>Ethical considerations:</i> protocols observed, confidentiality, rights, responsibility.</p> <p><i>Range of observational techniques used:</i> comparison of methods, limitations of methods and recording.</p> <p><i>Considerations of objectivity:</i> bias, effects of attitudes and perceptions, validity, reliability, error.</p>	<p>Give learners copies of the unit content and briefly discuss.</p> <p>Set the child study task and arrange a date for this to be handed in.</p> <p>Learners then have time to find a child to study and plan how and when they will carry this out.</p> <p>Discuss as a lecture/discussion with handouts – how learners should plan their child study.</p> <p>Discuss as a lecture/discussion with handouts, ethical considerations they need to think about.</p> <p>Briefly discuss the range of observations they can use, of which there will be more teaching on later in the course.</p> <p>Group discussion on objectivity in observations. Can observers ever really be objective?</p>	P6, M4, D2	<p>Copies of the unit content.</p> <p>Child study task.</p> <p>Handouts on:</p> <p>How to plan your child study.</p> <p>Ethical considerations.</p> <p>Brief overview of different types of observation techniques.</p> <p>Objectivity – what is it?</p> <p>OHP and/or PowerPoint to present some of the information in the form of a lecture.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
	<p>Carry out the <i>observational study</i>: measurements, eg weight/height at different stages, caring routines, feeding, play, toys, clothing, physical, intellectual, emotional, social, language and communicative aspects of development.</p> <p>Use of the <i>observational study</i>: interpretation of observations, assessment, reporting, planning.</p>	<p>What they are expected to observe in their child study.</p> <p>How they should use the information they have gathered and interpret it for the purpose of assessment, reporting and in terms of planning.</p> <p>Any time left should be used for learners to begin to think about the child they will observe and plan how they will begin their child study. Learners should also ask their tutor any questions they have about the child study.</p>		

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
2	<p><i>Conception to the end of the first year of life:</i> process of conception and the role of the gametes, rates and sequences of embryonic and foetal growth.</p> <p><i>Factors influencing embryonic and foetal growth:</i> eg alcohol and foetal alcohol syndrome, folic acid and neural tube disorders, smoking, substance abuse, infections, genetic disorders.</p> <p><i>Birth:</i> process, role of hormones, role of midwife.</p> <p><i>Main principles of children's development:</i> holistic and interconnected, different rates but broadly the same sequence, head to toe, inner to outer.</p> <p><i>Theories:</i> nature/nurture debate.</p>	<p>Video/DVD of conception and birth – learners watch this and then discuss.</p> <p>Lecture on the first year of life.</p> <p>Group research, answering the following question: What factors may influence embryonic and foetal growth? Each group to research using the internet and to then write a spider-graph on a large sheet of paper. Share the information with the rest of the class and discuss.</p> <p>Possible visiting speaker, eg midwife, to discuss birth, the role of the hormones and the role of the midwife.</p> <p>Lecture on children development.</p> <p>Nature/nurture debate, explain what this is – then split the learners into groups and give them either nature or nurture to defend and then discuss this as a debate.</p>	P1, M1	<p>Video/DVD on conception and birth and video/DVD player.</p> <p>OHP and PowerPoint.</p> <p>Lecture notes on the first year of life.</p> <p>Large sheets of paper and markers.</p> <p>Access to the internet.</p> <p>Possible visiting speaker, perhaps a midwife.</p> <p>Notes on child development.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
3	<p><i>Stages and sequences</i>: normal ranges of development, milestones, percentiles.</p> <p><i>Physical development</i>: gross and fine motor skills, 0-3 years, 3-7 years, 7-12 years, 12-16 years.</p> <p><i>Emotional development</i>: attachment, development of multiple attachments, self-concept, personal identity, eg Bowlby, Schaffer, Mead, Cooley, Freud.</p> <p><i>Social development</i>: pro-social behaviour, moral development, development of aggression, managing unwanted behaviour, eg conditioning, reinforcement, social learning, imitation, roles, models, peer groups; social development of older children; 0-3, 3-7, 7-12, 12-16 years.</p> <p><i>Cognitive and language development</i>: vision, studies of children's perception, hearing, reception, expression, speech, language and thought, eg Piaget, Bruner, Chomsky; cognitive and language development of older children; 0-3, 3-7, 7-12, 12-16 years.</p>	<p>Lecture on stages and sequences of development. What are the normal ranges? Discuss. What are milestones, percentiles? Give examples. Possibly give learners a handout with some stages/sequences of development on and refer them to textbooks with these in.</p> <p>Physical development – introduce briefly the meaning of gross and fine motor development and then split the class into four groups – each group to research this development in one of the following age ranges: 0-3, 3-7, 7-12, 12-16 years. Learners may research using the library and/or the internet. Groups should make a handout with bullet points of development for their given age range for both fine and gross motor development. Groups should then feedback to the rest of the class and discuss ask questions. Each group's handouts will be photocopied for each learner.</p>	P1, M1	<p>OHP/PowerPoint access.</p> <p>Notes on stages and sequences of development.</p> <p>Notes about physical development.</p> <p>Notes about emotional development – including: attachment, development of multiple attachments, self-concept, personal identity, eg Bowlby, Schaffer, Mead, Cooley, Freud.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
		<p>Lecture on emotional development, attachment, development of multiple attachments, self-concept, personal identity, using theoretical examples from Bowlby, Schaffer, Mead, Cooley, Freud.</p> <p>Lecture on social development, including: pro-social behaviour, moral development, development of aggression, managing challenging behaviour, eg conditioning, reinforcement, social learning, imitation, roles, models, peer groups; social development of older children.</p> <p>Lecture on <i>cognitive and language development</i>: vision, studies of children's perception, hearing, reception, expression, speech, language and thought including theoretical examples of Piaget, Bruner, Chomsky; cognitive and language development of older children.</p>		<p>Notes on social development – including: pro-social behaviour, moral development, development of aggression, managing unwanted behaviour, eg conditioning, reinforcement, social learning, imitation, roles, models, peer groups.</p> <p>Notes on cognitive and language development: vision, studies of children's perception, hearing, reception, expression, speech, language and thought including theoretical examples of Piaget, Bruner, Chomsky; cognitive and language development of older children.</p> <p>Internet access.</p> <p>Access to a library or relevant texts.</p> <p>Photocopier.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
4	<p><i>Factors affecting growth and development:</i> eg motivation, adult expectations, health status, genetic inheritance, gender, family background, social, cultural, financial, economic and environmental factors; agencies working for and with young children; factors affecting older children; 0-3, 3-7, 7-12, 12-16 years.</p> <p><i>Play:</i> the role of play in supporting children's development.</p>	<p>In groups to answer the following question: What factors may affect growth? Groups devise a spider-graph and then feedback to the rest of the class. Lecture on factors which may affect growth. Again in groups, answering the following question in a spider-graph. What is the role of play in supporting children's development? Encourage learners to discuss examples they have seen in their placements. Lecture on the role of play in supporting children's development. If there is any time left this could be used to work on some of the assignment tasks. Hand out and explain Task 1 of the assignment. Discuss a possible hand in date.</p>	Task 1 P1, M1	<p>Large sheets of paper and markers. Notes on factors affecting growth. Notes on play and how it supports children's development. Assignment task 1 – copies for learners.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
5	<p>How to promote development across 0-3 age range, considering:</p> <p><i>Environment:</i> provision of a safe, secure and encouraging environment in partnership with families; inclusive, anti-discriminatory; supporting physical needs, social needs, emotional wellbeing and intelligence; close and consistent relationships and importance for mental health; baby/child friendly.</p> <p><i>Meeting physical needs:</i> eg safety, nutrition/healthy eating, sensitive toilet training.</p> <p><i>Encouragement:</i> learning, creativity, appropriate independence, expression of choices and individual preferences, awareness of themselves and of others; support when making transitions from one situation to another; play with and alongside babies and children; realistic, positive, consistent and supportive responses to children's behaviour; support during transition within or between settings; physical skills, gross and fine motor skill development.</p>	<p>In groups – What sort of environment would we expect for 0-3 year olds? Feedback and discuss with the rest of the class.</p> <p>Lecture – Physical needs of a child 0-3 years-possibly with a handout.</p> <p>In group – How can we encourage children's learning in 0-3 age range?</p> <p>Encourage learners to discuss/consider: learning, creativity, appropriate independence, expression of choices and individual preferences, awareness of themselves and of others; support when making transitions from one situation to another; play with and alongside babies and children; realistic, positive, consistent and supportive responses to children's behaviour; support during transition within or between settings; physical skills, gross and fine motor skill development.</p>	P2, M2	<p>Large sheets of paper and markers.</p> <p>Notes on physical needs of a child aged 0-3 years and possible handout.</p> <p>OHP or PowerPoint.</p> <p>Notes about early years workers supporting children's learning 0-3.</p> <p>Notes about different types of communication within 0-3 age range.</p> <p>Possible visit from a parent, child minder and/or nursery worker/manager.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
	<p><i>Support learning:</i> supporting play, exploration, problem solving; sensory learning through provision of appropriate sensory materials and experiences; everyday routines; early literacy and counting.</p> <p><i>Communication:</i> use different types of verbal and non-verbal communication to meet all children's needs, eg talking, listening, turn-taking, eye contact, songs, rhymes; support early interest in reading and mark-making, using mathematical language; support for children whose home language is not English or Welsh.</p>	<p>Lecture – How can we as early years workers support learning in 0-3 year age range?</p> <p>Lecture on different types of communication with 0-3 year olds – learners to choose from the different types and communicate with one another only through the chosen method.</p> <p>Possible visit from a parent, child minder and/or nursery worker/manager.</p>		

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
6	<p>How to promote development across 3-7 age range, considering:</p> <p><i>Environment:</i> provision of a safe, secure and encouraging environment in partnership with families; inclusive, anti-discriminatory; supporting physical needs, social needs, emotional wellbeing and intelligence; age-appropriate activities, materials and experiences to support learning and development; child friendly.</p> <p><i>Meeting physical needs:</i> encourage healthy eating and life style.</p> <p><i>Encouragement:</i> creativity; play and exploration; allow children to assess and take risks without under or over protection; be realistic, consistent and supportive in responding to children's behaviour following the policies of the setting; ensure that the needs of all children are being met including those with disabilities or special educational needs; encourage independence but provide close, consistent and reliable relationships enabling the growth of self-esteem and resilience; support children through transitions, eg starting school; physical skills, gross and fine motor skill development.</p>	<p>In group – What sort of environment would we expect for 3-7 year olds? Feedback and discuss with the rest of the class.</p> <p>Lecture – Physical needs of a child 3-7 years – possibly with a handout.</p> <p>In groups – How can we encourage children's learning in 3-7 age range?</p> <p>Encourage learners to discuss/consider: creativity; play and exploration; allow children to assess and take risks without under or over protection; be realistic, consistent and supportive in responding to children's behaviour following the policies of the setting; ensure that the needs of all children are being met including those with disabilities or special educational needs; encourage independence but provide close, consistent and reliable relationships enabling the growth of self-esteem and resilience; support children through transitions, eg starting school; physical skills, gross and fine motor skill development.</p>	P2, M2	<p>Large sheets of paper and markers.</p> <p>Notes on physical needs of a child aged 3-7 and possible handout.</p> <p>OHP or PowerPoint</p> <p>Notes about early years workers supporting children's learning 3-7.</p> <p>Notes about different types of communication with 3-7 year olds.</p> <p>Possible visit from an infant school teacher.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
	<p><i>Support learning:</i> support play and learning activities; support emerging writing, interest in books and print, use of books and stories; use of maths language, counting, sorting, matching, using mathematics in the environment; problem solving.</p> <p><i>Communication:</i> use different types of verbal and non-verbal communication to meet all children's needs, eg talking, listening, turn-taking, eye contact, songs, rhymes; be realistic, consistent and supportive in responding to children's behaviour following the policies of the setting; ensure that the needs of all children are being met including those with disabilities or special educational needs; support for children whose home language is not English or Welsh.</p>	<p>Lecture – How can we as early years workers support learning in 3-7 year age range?</p> <p>Lecture on different types of communication with 3-7 year olds get learners to choose from the different types and communicate with one another only through the chosen method.</p> <p>Possible visit from an infant school teacher.</p>		

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
7	<p>How to promote development across 7-12 age range, considering:</p> <p><i>Environment:</i> provision of a safe, secure and encouraging environment; inclusive, anti-discriminatory; provide opportunities for exploration and different experiences, stand back and allow children to assess, take risks and face challenges for themselves according to their abilities, needs and stage of development; support emotional wellbeing and the development of emotional intelligence; give meaningful praise and encouragement; be a listening ear when needed; support children as they move between settings.</p> <p><i>Meeting physical needs:</i> recognise and acknowledge children's particular needs as they enter puberty and ensure that the needs of all children are being met including those with disabilities or special educational needs; encourage healthy life styles, healthy eating and exercise.</p> <p><i>Learning:</i> provide opportunities for exploration and diverse experiences; support creativity; support information handling, written communication, mathematical and scientific interest.</p>	<p>In groups – What sort of environment would we expect for.</p> <p>7-12 year olds? Feedback and discuss with the rest of the class.</p> <p>Lecture – Physical needs of a child 7-12 years-possibly with a handout.</p> <p>In groups – How can we encourage children's learning in 7-12 age range?</p> <p>Encourage learners to discuss/consider: providing opportunities for exploration and diverse experiences; supporting creativity; supporting information handling, written communication, mathematical and scientific interest.</p> <p>Lecture – How can we as support workers support learning in 7-12 year age range?</p> <p>Lecture on different types of communication with 7-12 year olds.</p> <p>Possible visit from a junior school teacher.</p>	P2, M2	<p>Large sheets of paper and markers.</p> <p>Notes on physical needs of a child 7-12 and possible handout.</p> <p>OHP or PowerPoint</p> <p>Notes about supporting workers supporting children's learning within 7-12 age range.</p> <p>Notes about different types of communication with 7-12 year olds.</p> <p>Possible visit from a junior school teacher.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
	<p><i>Communication:</i> encourage a wide range of communication strategies; answer questions with sensitivity, encouraging independence and being available in a supportive role; talk honestly and raise awareness of issues in line with children's questions about drinking, smoking, illegal drug use, sexuality and sexual development; support for children whose home language is not English or Welsh.</p>			

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
8	<p>How to promote development across 12-16 age range, considering:</p> <p><i>Environment:</i> provide an encouraging, safe and emotionally secure environment that recognises approaching adulthood, give meaningful praise and encouragement; inclusive, anti-discriminatory; support emotional wellbeing and intelligence; provide information and support as children make career, education and training choices, provide opportunities for children to assess and take risks and face challenges; support during transitions.</p> <p><i>Meeting physical needs:</i> provide information about healthy lifestyles according to accepted guidelines, provide information about the health and welfare issues arising from smoking, illegal drug abuse, sexual practices.</p> <p><i>Learning:</i> encourage creativity and creative solutions; encourage choices and positive decision making; support information handling and assessing the value of information.</p>	<p>In groups – What sort of environment would we expect for 12-16 year olds? Feedback and discuss with the rest of the class.</p> <p>Lecture – Physical needs of a child 12-16 years – possibly with a handout.</p> <p>In groups – How can we encourage children’s learning in 12-16 age range?</p> <p>Encourage learners to discuss/consider how we can: encourage creativity and creative solutions; encourage choices and positive decision making; support information handling and assessing the value of information</p> <p>Lecture – How can we as support workers support learning in 12-16 year age range?</p> <p>Lecture on different types of communication with 12-16 year olds.</p> <p>Possible visit from a secondary school teacher or youth worker.</p>	P2, M2	<p>Large sheets of paper and markers.</p> <p>Notes on physical needs of a 12-16 year old and possible handout.</p> <p>OHP or PowerPoint.</p> <p>Notes about supporting workers supporting children’s learning in the 12-16 age range.</p> <p>Notes about different types of communication with 12-16 year olds.</p> <p>Possible visit from a secondary school teacher or youth worker.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
	<p><i>Communication:</i> encourage a wide range of communication strategies; negotiate and communicate with children, valuing and incorporating their opinions and views; answer questions with sensitivity and be available in a supportive role.</p>			
9	<p>This week's session time can be used to re-cap on any lectures learners require, as well as allowing time to complete assignments and discuss any issues with tutor.</p>	<p>Re-cap of teaching so far, if needed. Assignment completion time to be given with the support of a tutor. Ask learners to observe the confidentiality policy at their placement, and if possible bring a copy of it with them to the next session.</p>	All	

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
10	<p>Understand objectivity and ethics when observing children.</p> <p><i>Objectivity/subjectivity</i>: definitions and examples, validity, reliability and error.</p> <p><i>Perception</i>: perceptual tricks – interpreting visual images differently, eg Leeper’s Lady, Paris in the Spring.</p> <p><i>Attitudes, values and beliefs</i>: eg Allport.</p> <p><i>Bias</i>: eg selection of child, activity, time of day.</p> <p><i>Ethical protocols</i>: necessary permissions, consultations, information, approval, involvement, negotiation, reporting, explicit authorisation.</p> <p><i>Confidentiality</i>: security of information, disclosure of information.</p> <p><i>Rights</i>: rights of refusal, non-participation.</p> <p><i>Responsibility</i>: accuracy, validity, purpose.</p>	<p>Lecture on objectivity and subjectivity.</p> <p>Perception: perceptual tricks – share some with the class and then ask them to go off in pairs/groups and find some of their own, that they can then share with the rest of the class. They may have a go at drawing their own or searching the internet and/or books.</p> <p>Lecture about attitudes and different values and beliefs.</p> <p>Class discussion – What is meant by being biased? Give the learners some examples and ensure they understand its meaning.</p> <p>Lecture on ethical protocols.</p> <p>Confidentiality within an observation – discussion of confidentiality policies gathered from placements.</p> <p>Discuss learners’ responsibility to ensure information in their observations is accurate, valid and has a purpose as well as ensuring children’s right are protected.</p> <p>Hand out and explain Task 2. Discuss a possible hand in date for this task.</p>	P3	<p>Copies of Task 2 for learners.</p> <p>Notes on objectivity and subjectivity.</p> <p>OHP and/or PowerPoint.</p> <p>Access to the internet and library.</p> <p>Paper and pens.</p> <p>Notes on values and beliefs and people’s attitudes.</p> <p>Notes on ethical protocols.</p> <p>Confidentiality policies.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
11	<p>Understand the use of observation.</p> <p><i>Purpose:</i> assessment, reporting, planning; legal requirement; framework for observation and assessment; gain information about, eg developmental stage, progress, aspects of health/wellbeing, behaviour.</p> <p><i>Planning:</i> permissions, preparation of documentation, decision about aim, method, activity.</p> <p><i>Undertaking observation:</i> being unobtrusive, minimising distractions.</p> <p><i>Observational methods:</i> written narrative/running record, target child, time sample, event sample, checklist, graphs and charts, longitudinal, cross-sectional, structured recording system.</p> <p><i>Participant observation:</i> definition, uses.</p> <p><i>Groups:</i> sociograms, mapping, field notes, observation schedules, audio/video recordings.</p> <p><i>Comparison of methods:</i> uses in different situations, advantages and weaknesses.</p> <p><i>Limitations with methods:</i> eg memory, unfamiliarity with checklist or structured method.</p>	<p>Group discussion – why do we observe children? Spider-graph and then discuss with the class.</p> <p>Lecture:</p> <ul style="list-style-type: none"> • purpose of observations • planning to observe • carrying out the observation • different methods of observing children • comparing different methods of observing • limitations within some methods • interpreting observations • assessments of children from observations • sharing information/ confidentiality. <p>If possible, give learners a handout which highlights the main points from the above lecture.</p> <p>Hand out and explain Task 3. Discuss a possible hand in date for this task.</p>	P4, P5	<p>Large sheets of paper and markers.</p> <p>OHP and/or PowerPoint.</p> <p>Notes on observing children.</p> <p>Handout on observing children.</p> <p>Copies of Task 3 for the learners.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
	<p><i>Limitations with recording:</i> eg writing quickly enough, illegible notes.</p> <p><i>Interpretation:</i> eg significant learning or achievement, changes in behaviour; basis of planning provision.</p> <p><i>Assessment:</i> formative, summative; comparison with milestones, relation to child development theorists, achievement of curricular objectives, basis for planning future play/learning activities/provision, identifying developmental delay.</p> <p><i>Recording/reporting/sharing of information:</i> confidentiality; permissions; partnership with parents; sharing findings as appropriate and according to the procedures of the setting; referring concerns, eg particular difficulties, suspected neglect or abuse; psychological or legal evidence.</p>			

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
12	<p>This week's session time can be used to re-cap on any lectures learners require, as well as allowing time to complete assignments and discuss any issues with tutor.</p> <p>Hand in assignment task, except the child study which will be handed in at a later date.</p>	<p>Re-cap of teaching so far, if needed.</p> <p>Assignment completion time to be given with the support of a tutor.</p>	ALL	

Sample assessment activity

Task 1

For P1, describe the expected patterns of development from 0-16 years and the factors affecting development. For P2 describe how development can be promoted across the 0-16 years age range.

Make a booklet divided into sections, (0-3 years, 3-7 years, 7-12 years and 12-16 years) which describes:

- expected patterns of development from 0-16 years
- factors which may affect development 0-16 years
- how development can be promoted across 0-16 year age range.

For M1, explain the expected patterns of development from 0-3 years and the factors affecting development.

You need to ensure in your 0-3 year old section that you explain the expected patterns of development and factors affecting it.

For M2, explain how development can be promoted across the 0-3 years age range.

You need to ensure in your 0-3 year old section you explain in detail how to promote development.

Task 2

For P3, explain the importance of objectivity and the consideration of ethical issues when observing children. For P4 explain the use of observation of children.

Answer the following questions in an essay format, ensuring a detailed explanation.

- What is the importance of objectivity and consideration of ethical issues when observing children?
- What is the use of observation of children?

Task 3

For P5, describe own use of four observational techniques to observe children.

In your placements over the duration of your course, ensure you use at least four methods of observation. Once you have used four different observational techniques, describe each of them and explain how you used them.

For M3, interpret observations to show how observation can be used for assessing, recording and planning.

Using the four observations discussed in P5, interpret them to show how they could be used to assess, record and plan.

For D1, analyse observations to show how these can be used to promote different aspects of development.

Analyse at least two of the observations you used in P5 and M3 and show how these observations could be used to promote different aspects of development.

Child study

For P6, describe own longitudinal study of a baby or young child.

You are expected to study a child between the ages of 0-3 years old over a period of 6-18 months (depending on your tutor/college). You will be expected to visit at least once a month, carrying out observations on each visit.

You need to write about:

- why you chose this child
- aspects of development you intend to observe
- initial information about the child
- how you will observe them- observational techniques you intend to use
- any ethical considerations
- observation comparisons
- limitations which may affect your observations and/or recordings
- measurements of the child including weight, height at different stages
- caring routines
- feeding
- play
- toys
- clothing
- areas of child development including physical, intellectual, emotional, social, language and communication.

You will need to ensure/consider:

- confidentiality
- rights
- objectivity.

For M4, interpret longitudinal study, assessing, recording and planning for the child.

You will need to show that you have interpreted your observations during your study, for the purpose of assessment and recording. Include this evidence, along with any rough notes/interpretations, with your child study.

For D2, evaluate the observational techniques used including the longitudinal method.

You will need to show that you have evaluated the observational techniques used during your child study. Evidence for D2 may also be gathered using placement observations.

Resource list

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- IT resources
- video/DVD materials
- access to a baby or young child
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- guest speakers.

Indicative reading for learners

There are many resources available to support this unit. Some examples are given below.

Books

Bee H – *The Developing Child* (Allyn and Bacon, 2006) ISBN 0205494099

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006)
ISBN 0340925396

Green S – *BTEC National Children's Care, Learning and Development Book 1* (Nelson Thornes, 2007) ISBN 9780748781973

Hobart and Frankel – *A Practical Guide to Child Observation and Assessment* (Nelson Thornes, 2004) ISBN 0748785264

Lindon J – *Understanding Child Development* (Hodder Arnold, 2005) ISBN 0340886692

Meggitt C – *Child Development: An Illustrated Guide* (Heinemann, 2006)
ISBN 0435420488

Peacock S – *BTEC National Children's Care, Learning and Development: Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Riddall-Leech S – *How to Observe Children* (Heinemann, 2005) ISBN 9780435401863

Squire G – *BTEC National Children's Care, Learning and Development: Student Book* (Heinemann, 2007) ISBN 9780435499099

Tassoni P – *S/NVQ Level 3 Children's Care, Learning and Development: Candidate Handbook* (Heinemann, 2006) ISBN 9780435449179

Tassoni P – *Child Development: 6 to 16 years* (Heinemann, 2006) ISBN 9780435899837

Walker M – *Children's Care, Learning and Development NVQ 3 Candidate Handbook* (Nelson Thornes, 2006) ISBN 0748796045

Journals

British Journal of Developmental Psychology

Child Development

Early Years Educator

Nursery World

Websites

www.childdevelopmentinfo.com

Child Development Institute

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Sure Start

Unit 4: Reflecting and Developing Practice for Children aged 0-8

NQF Level 3: BTEC Nationals

Guided learning hours: 120 plus 800 hours of assessed work experience

Unit abstract

This unit is double weighted, learners being required to undertake a total of 800 hours supervised work placement. Professional practice is an essential component of this unit, and of the programme as a whole.

The aim of the unit is to reflect the practical application of the programme, providing learners with opportunities to apply their knowledge and understanding in the workplace, as well as to develop, practise and demonstrate the practical competencies required of professional childcare and early years workers. Learners need to gain experience of working with children from birth to 8 years in a variety of settings. Experience of working with children, who have additional requirements and may be over this chronological age, should also be included.

A central focus of the unit is reflection, and learners are required to reflect on their own performance in demonstrating the workplace expectations of a professional carer.

The unit is intended to contribute to the underpinning knowledge required for CCLD 304: Reflect on and develop practice of the National Occupational Standards in Children's Care, Learning and Development.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand roles and responsibilities within the Children's Care, Learning and Development Sector
- 2 Be able to observe and identify the individual needs and skills of children
- 3 Know how to respond to children's needs through care routines and procedures
- 4 Know how to promote a stimulating learning environment for children
- 5 Be able to reflect on own practices in work placement experiences.

Exemplar programme of learning

These sessions can be split into smaller weekly sessions depending on the college timetable. However, it is intended that the teaching of these 12 sessions is completed early on in the course to ensure learners are adequately informed to complete their first placements. Then additional sessions can be given to support learners, (on an individual/group basis) in completing each of the rest of the placements – gathering the correct information and possibly re-capping where necessary earlier information. There will be links through teaching and assessment of this unit and that of Unit 2 and Unit 3 and the work produced can be assessed as part of all three units.

Session	Teaching topic	Delivery methods	Linked assessment, eg P1, P2	Resources required
1	<p><i>Professional behaviour:</i> attendance, punctuality, commitment, personal presentation, personal hygiene, expected standards of behaviour, maintenance of own safety, role and responsibilities, adaptability, responsiveness; working as a member of a team; integrated practice.</p> <p><i>Confidentiality:</i> need for parameters.</p> <p><i>Childcare settings:</i> pre-schools and nurseries, nursery classes and schools, child's home, childminders, units for children with special needs, paediatric hospital units.</p>	<p>Give out and discuss the unit content.</p> <p>Allocate placements if this has not yet been completed.</p> <p>Give each learner a logbook containing all of the necessary paperwork to be completed in placement 1.</p> <p>Explain the purpose of diary writing.</p> <p>Lecture on professional behaviour.</p> <p>Discuss the importance of and need for confidentiality.</p>	P1 and M1	<p>Copies of the unit content for the learners.</p> <p>Copies of logbook paperwork for the learners.</p> <p>Lecture notes – on professional behaviour.</p> <p>Notes on confidentiality.</p> <p>Notes of different childcare settings and/or contacts speakers willing to come in from different settings.</p>

Session	Teaching topic	Delivery methods	Linked assessment, eg P1, P2	Resources required
	Diary writing.	<p>Briefly discuss the differences between the different childcare settings listed opposite. If possible, invite visiting speakers to introduce the type of childcare setting they work in. Spend some time after the speakers discussing the differences.</p> <p>Spend some time discussing the importance of diary writing – to record evidence, especially in the first few weeks of placement when learners will be unsure of all of the activities they are yet to complete and will need to collect as much evidence as possible.</p> <p>Placement logbook support: time left can be used for individual logbook support or questions learners may have.</p>		

Session	Teaching topic	Delivery methods	Linked assessment, eg P1, P2	Resources required
2	<p><i>Observing and identifying ages/stages of the development of children:</i> 0-1 year, 1-3 years, 3-5 years, 5-8 years, milestones of development, emotional, physical, social, communicative/language and cognitive needs and skills, children with particular requirements.</p> <p><i>Observational method.</i></p> <p><i>Interpretations of observations.</i></p>	<p>Observe the ages and stages of development and give out some handouts consisting of brief ages and stages of different areas of development.</p> <p>Discuss different observational methods.</p> <p>Practice observing a child on a video, using one of the methods.</p> <p>Learners to discuss which method they used and why they felt this was the best method.</p> <p>Discuss how we interpret observations of children.</p> <p>As a group using one of the observation recorded from the video, interpret the observation.</p> <p>Discuss key features of an observation and keeping the identity of the child private. Also discuss the importance of having permission to observe the children.</p> <p>Placement logbook support: time left can be used for individual logbook support or questions learners may have.</p>	P2, P3, M2 and D1	<p>Notes on ages and stages of development.</p> <p>Handouts of ages and stages of development.</p> <p>Notes of different ways of observing children.</p> <p>Handouts to re cap the different ways we can observe children.</p> <p>Video of a child/children playing.</p> <p>Notes on interpreting observations.</p>

Session	Teaching topic	Delivery methods	Linked assessment, eg P1, P2	Resources required
3	<p><i>Care routines:</i> feeding, bathing, changing, dressing, rest and sleep, toileting, mealtimes, washing, role of early years worker.</p>	<p>Workshop consisting of:</p> <ul style="list-style-type: none"> • nappy changing • making up a bottle • dressing a baby • bathing a baby • top and tailing a baby • taking temperature • making up a feed • toileting. <p>This session may also include a visiting speaker who could bring a baby to bath and talk the class through the routine as well as highlighting health and safety points.</p> <p>Ask learners to collect policies and codes of practice form their placements to discuss in the next session.</p> <p>Placement logbook support: time left can be used for individual logbook support or questions learners may have.</p>	P4 and M3	<p>Materials to set up the workshop session.</p> <p>Visiting speaker with a young baby.</p>

Session	Teaching topic	Delivery methods	Linked assessment, eg P1, P2	Resources required
4	<p><i>Codes of practice</i>: each setting, eg mission statements, behaviour contracts, equal opportunities policies, health and safety policies.</p> <p><i>Adherence to codes of practice</i>: learner, staff roles.</p>	<p>Share the policies and codes of practices of different placement settings, discuss the differences and why they might be different.</p> <p>Discuss the learners' role within these codes of practice whilst on placement.</p> <p>Ask learners to collect copies of their placements health and safety policies.</p> <p>Placement logbook support: time left can be used for individual logbook support or questions learners may have.</p>	P1 and M1	<p>Policies and codes of practice from a variety of settings.</p> <p>Notes on the early years workers role within these.</p>

Session	Teaching topic	Delivery methods	Linked assessment, eg P1, P2	Resources required
5	<p><i>Health and safety issues:</i> supervision, policies, practices, safe use of materials and equipment, hygiene.</p> <p><i>Health and safety:</i> materials, equipment, tools, numbers, hygiene, surfaces.</p>	<p>Share the health and safety policies gathered, discuss the points within them and the differences between different policies at different settings.</p> <p>Discuss health and safety relating to materials, tools, numbers, hygiene, surfaces; ask the learners in groups to write about a pretend setting they would like to set up which considers all of the points discussed. They must think about the type of setting and the age of the children involved and discuss.</p> <p>Placement logbook support: time left can be used for individual logbook support or questions learners may have.</p>	P1 and M1	Health and safety policies from a variety of settings. Notes relating to health and safety in early years settings.

Session	Teaching topic	Delivery methods	Linked assessment, eg P1, P2	Resources required
6	<p><i>Appropriate interpersonal skills:</i> verbal and non-verbal skills, range of contacts, eg children, families, peers, colleagues, other professionals, respect for knowledge and contribution of others.</p> <p><i>Knowledge base:</i> of children, families, resources, procedures for referrals, use of initiative.</p>	<p>Discuss the use of interpersonal skills when work with children, parents and other professionals working with children.</p> <p><i>Lecture on knowledge base:</i> of children, families, resources, procedures for referrals, use of initiative.</p> <p>Placement logbook support: time left can be used for individual logbook support or questions learners may have.</p>	P6, P7, M5 and D3	<p>Notes on interpersonal skills and possible handout for learners.</p> <p><i>Lecture notes and possible handouts – Knowledge base:</i> of children, families, resources, procedures for referrals, use of initiative.</p>
7	<p><i>Setting:</i> age groups, aims, structure, staffing; integrated practice.</p> <p><i>Provision:</i> available resources and materials, wider environment.</p>	<p>Re-capping on some of the information gained in session one, but also thinking about aims of settings, staffing, adult: child ratio, resources. You may decide to have more visiting speakers in to enhance session 1.</p> <p>Placement logbook support: time left can be used for individual logbook support or questions learners may have.</p>	P6, P7, M5 and D3	<p>Notes on different settings and their procedures.</p> <p>Possible visiting speakers from childcare settings.</p>

Session	Teaching topic	Delivery methods	Linked assessment, eg P1, P2	Resources required
8	<p><i>Curriculum activities:</i> planning, consulting, preparing, implementing, evaluating; integrated practice.</p> <p><i>Play activities:</i> eg painting, water, sand, home corner, constructional.</p>	<p>How to plan activities and the format learners may use to ensure they include all of the necessary information.</p> <p>Discuss examples of activities – learners to share some examples from their placements.</p> <p>Lecture – Preparing for your activity and carrying out you activity and evaluating your activity.</p> <p>Placement logbook support: time left can be used for individual logbook support or questions learners may have.</p>	P5, M4 and D2	<p>Notes how to plan activities.</p> <p>Handout containing all of the compulsory information titles.</p> <p>Lecture notes – Preparing for your activity and carrying out you activity and evaluating your activity.</p>
9	<p><i>Promoting development:</i> physical, social, emotional, intellectual, communication.</p>	<p>Discuss different types of development.</p> <p>Group work – give each group an area of development, they have to write how they can promote their area. Discuss as a whole class.</p> <p>Placement logbook support: time left can be used for individual logbook support or questions learners may have.</p>	P5, M4 and D2	<p>Notes and handouts on different types of development.</p>

Session	Teaching topic	Delivery methods	Linked assessment, eg P1, P2	Resources required
10	<i>Supporting learning:</i> display, first-hand experience, visits, play.	Extend the discussion from last session, show video examples, invite visiting speakers and encourage learners to share good examples they have seen in placement. Placement logbook support: time left can be used for individual logbook support or questions learners may have.	P5, M4 and D2	
11	<i>Self-appraisal:</i> reflection, self-awareness; reflection on own performance, reflection on own views and attitudes, reflection on interactions with others; recognition of own knowledge, understanding, skills and contribution to the working of the team; achievements; personal effectiveness; strengths and weaknesses.	Lecture – Self appraisal and how to do it. Reflective accounts – what are they and how do I complete them? Learners to have a go at writing their own strengths and weakness so far in the course – they do not need to share these but need to think carefully about them. Placement logbook support – time left: can be used for individual logbook support or questions learners may have.	P6, P7, M5 and D3	Lecture notes and handouts – Self appraisal and how to do it. Reflective accounts – what are they and how do I complete them?

Session	Teaching topic	Delivery methods	Linked assessment, eg P1, P2	Resources required
12	<p><i>Monitoring:</i> processes, practices, outcomes; through reviewing diary entries, placement reports and placement outcomes; discussions with tutors, supervisors, others; use feedback to inform reflection, evaluation and performance.</p> <p><i>Planning:</i> identify gaps in knowledge, understanding and skills; planning for development and improvement; role of continuing professional development.</p>	<p>Lecture – Monitoring – how?, what?, why? And when?</p> <p>Lecture – completing a plan for your own professional development.</p> <p>If learners are near the end of their first placement then they can begin to complete a plan to improve their own professional development.</p> <p>Placement logbook support – time left: can be used for individual logbook support or questions learners may have.</p>	P6, P7, M5 and D3	<p>Lecture notes and possible handout – Monitoring – how?, what?, why? And when?</p> <p>Lecture notes – completing a plan for your own professional development.</p>

Sample assessment activity

Your logbook should be used to record all evidence of your practical experience gained over the duration of the course. Evidence will be gained during each of your placements. Try to date and file each piece of evidence as you gather it, so as not to forget at a later date. You may at first just write it up in note form, then more fully when you have more time.

Please ensure you include all of the CCLD forms provided by Edexcel, as well as any additional evidence. Evidence gathered must be balanced to ensure you show knowledge and experience gathered over 800 hours of practical experience with children aged 0-8 years. Although a number of professional people will need to record information in your logbook the responsibility of it is yours.

Photographs should not be taken and must not be submitted as part of the logbook.

Each placement logbook must include:

- (For each placement) CCLD 1 and CCLD2 Self assessment forms
- Balanced evidence collected over a minimum of four placements
- (Two for each placement) CCLD 3 Teacher/tutor visit observation form
- (For each placement) CCLD 4 Supervisor assessment of outcomes
- (For each placement) CCLD 5 Teacher/tutor assessment of outcomes
- CCLD 6 on completion of 800 hours
- CCLD 7 Recording vocational hours – one part to be filled in at the end of each placement
- CCLD Final grading sheet on completion of 800 hours
- Observations 20 in total
- Activity plans 20 in total
- Routines 16 in total
- Reflective accounts – what you have done and what you have learned
- Witness statements – where a supervisor has witnessed you completing a particular activity
- Diary – daily notes
- Policies and Codes of Practice (each placement).

You are encouraged to present other forms of evidence eg child assessments, copies of children's work, copies of placements plans, as long as you can support the evidence with validation from placement supervisors/tutors.

If you fail any part of the professional practice log you will be required to complete a resubmission of the unsatisfactory work. This may involve carrying out additional time in placement.

The assignment for the logbook suggests splitting your evidence into five learning outcomes. This will make it easier for you when collecting information and filing it into your logbook. Within each learning outcome you may wish to add four dividers, (one for each placement – labelled placement 1, 2, 3 and 4) this will then make it clear to the reader where the evidence was gained. It will also show you where you may need to gain additional information.

Assignment – the logbook

Outcome 1 – Understand roles and responsibilities within the children’s care, learning and development sector

For P1, describe own adherence to codes of practice for each placement setting.

You should collect copies of policies from placement-then produce a piece of writing that describes your own adherence to the codes of practice **for each placement setting**. You first need to describe the relevant codes of practice for each setting and then describe your own adherence.

For M1, compare policies and practices at different placement settings.

After completing the above you then need to compare policies and practices at different settings. This requires some explanation of potential differences between policies and practices according to the setting.

Outcome 2 – Be able to observe and identify the individual needs and skills of children

For P2, observe and identify the physical, social, emotional, cognitive and communication needs and skills of children in each age range and in four different settings. P3, observe and identify the individual needs of children with additional needs.

You will need to carry out observations **in each of your placements** for each of the following age ranges:

- 0-1 year
- 1-3 years
- 3-5 years
- 5-8 years
- AND children with additional needs.

Try to use different forms of observing children. Ensure you cover each of the age groups and each of the developmental areas listed in P2 as well as observing some children with additional needs.

There should be 20 observations in total.

For M2, interpret the observations undertaken in relation to children’s skills and needs.

Evaluate the observations you have completed in relation to the children’s skills and needs.

D1, use the observations and interpretations to make recommendations for further action with respect to the skills and needs of the child/children concerned.

Make recommendations for further action with respect to the skills and needs of the child/children concerned.

Outcome 3 – Know how to respond to children’s needs through care routines and procedures

P4, describe four different routines within each placement setting, including own role.

Routines – You should describe four different routines, (for example: bathing, feeding, changing, dressing, rest and sleep, toileting, mealtimes, washing etc) within each of your four placement settings.

There should be 16 in total.

M3, explain the importance of different care routines to the child/children, and the organisations/settings.

Explain (in written form) the importance of these care routines to the child/children and to the setting/organisation.

Outcome 4 – Know how to promote a stimulating learning environment for children

P5, plan, consult on, prepare and implement five activities for a child/group of children to promote specific areas of development within each placement setting.

Activity plans – You will need to plan, consult on, prepare and implement five activities for a child/group of children to promote specific areas of development within each of the four placement settings. Examples of development are physical, social, emotional, intellectual, communication.

There should be 20 activities in total.

M4, analyse each activity and suggest how each could be improved to increase the child’s/children’s learning and understanding.

Analyse each activity, suggesting how each could be improved to increase the child/children’s understanding.

D2, evaluate each activity in terms of its effectiveness in promoting children’s development.

Evaluate each activity discussing how effective it has been in promoting the child’s/children’s learning and development.

Outcome 5 – Be able to reflect on own practices in work placement experiences

P6, review own performance in each of the work placements and identify areas for further self-development.

You need to reflect on and review your own performance **in each of the work placements** and identify further self development. In order to do this you need to refer to evidence such as feedback/discussions with others/placement reports, reflective accounts and work experience diaries.

M5, produce a personal development plan and explain how it will potentially support own development.

You need to identify gaps in your knowledge, understanding and skills, and use these to develop a personal development plan and then explain how it will potentially support your developmental needs.

D3, evaluate own effectiveness in each placement.

You need to evaluate your own effectiveness in **each placement**. This should incorporate also an evaluation of the learners' effectiveness at different placements in terms of progression and ongoing development through the programme.

P7, describe the role of continuing professional development for workers in the Children's Care, Learning and Development sector.

You need to describe the role of continuing professional development for workers in the children's care, learning and development sector. You should be able to gain evidence for this by talking to colleagues and supervisors during your time in placements.

Resource list

Essential resources

The following resources are considered essential for the delivery of this unit:

- access to a variety of placements allowing learners to fulfil the requirements of the unit in terms of the 800 hours of work placement experiences and the 0-8 age range
- an appropriately qualified and experienced tutor to deliver the unit, and support/assess the learners
- visiting time – for staff to visit learners on placement.

Indicative reading for learners

There are many resources available to support this unit. Some examples are below.

Books

Bearer et al – *Babies and Young Children: Diploma in Childcare and Education* (Nelson Thornes, 2001)

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006)
ISBN 0340925396

Duffy A – *Working with Babies and Children under Three* (Heinemann, 2006)
ISBN 9780435987312

Green S – *BTEC National Children's Care, Learning and Development Book 1* (Nelson Thornes, 2007) ISBN 09780748781973

Hobart and Frankel – *Child Observation and Assessment* (Nelson Thornes, 2004)
ISBN 0748785264

Lindon J – *Understanding Child Development* (Hodder Arnold, 2005) ISBN 0340886692

Meggitt C – *Child Development: An Illustrated Guide* (Heinemann, 2006)
ISBN 0435420488

Peacock S – *BTEC National Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Riddall-Leech S – *How to Observe Children* (Heinemann, 2005) ISBN 0435401866

Squire G – *BTEC National Children's Care, Learning and Development student book* (Heinemann, 2007) ISBN 9780436549909

Tassoni P – *S/NVQ Level 3 Children's Care, Learning and Development candidate handbook* (Heinemann, 2006) ISBN 9780435499179

Walker M – *Children's Care, Learning and Development NVQ 3 Candidate Handbook* (Nelson Thornes, 2006) ISBN 0748796045

Journals

Early Years

Education 3-13

Nursery News

Nursery World

Topics in Early Childhood Education

Websites

www.dfes.gov.uk/research

Department for Education and Skills

www.skillsforcareanddevelopment.org.uk

Skills for Care and Development

www.tactyc.org.uk

Training, Advancement and Co-operation
in Teaching Young Children

Unit 5: Safeguarding Children

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit provides an introduction to the difficult and sensitive issues surrounding child protection. It will give learners the knowledge and understanding needed to identify potential instances of child abuse, and enable them to work effectively within the legal framework and policies of the childcare setting in response to such instances.

Learners will gain an understanding of the principles of disclosure, and how to support children and their families where abuse is suspected or confirmed. They will also learn about the benefits of a multi-professional, multi-agency approach.

This unit is essential in preparing learners for work in the children's care, learning and development sector.

The unit is intended to contribute to the underpinning knowledge required for CCLD 305: Protect and promote children's rights of the National Occupational Standards in Children's Care, Learning and Development. It aims to cover the third element of this unit, the first two being covered in *Unit 6: Promoting Children's Rights*.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand indicators of potential child abuse
- 2 Understand the requirements of legislation, regulation and codes of practice for safeguarding and protecting children
- 3 Understand the principles of responding to disclosure
- 4 Understand strategies for supporting children, their families and other adults.

Exemplar programme of learning

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
1	<p>Introduce the unit.</p> <p>Risk of abuse: eg within family, outside family, in care setting.</p> <p>Risk of exploitation: eg from visual, written and electronic forms of communication and media.</p> <p>Family functioning: eg family types, partnership arrangements, changing face of the family, social disadvantage, different concepts of discipline, abuse within families, cultural variations.</p>	<p>Give out and discuss the unit content.</p> <p>In groups learners discuss those they feel are at risk of abuse. After group discussions, each group shares their notes from the discussion.</p> <p>Lecture or possible visiting speaker to discuss risk of abuse and risk of exploitation.</p> <p>Lecture about family functioning.</p> <p>Set task 1 and discuss a possible hand in date.</p>	P1, P2, M1, D1	<p>Unit content.</p> <p>Markers and large sheets of paper for groups to write their notes on.</p> <p>Lecture notes on risk of abuse and risk of exploitation or booked visiting speaker.</p> <p>Use of OHP or PowerPoint.</p> <p>Copies of task 1 for learners.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
2	<p><i>Predisposing factors:</i></p> <p>In relation to the abuser, eg substance abuse, lack of knowledge about children's needs, lack of attachment, lack of role models, social problems, mental illness, personality.</p> <p>In relation to the child/young person, eg pre maturity, disability.</p>	<p>Short lecture on predisposing factors in relation to the abuser and child/young person. This lecture may finish by giving learners a handout.</p> <p>Learners to write about a fictional abuser and child/young person including the point discussed. This may be done in groups or pairs. Allow time for discussion of the characters the learners have written about.</p> <p>Encourage discussions of the points from the lecture within the pair/group work.</p>	P1, P2, M1, D1	<p>Use of OHP or PowerPoint.</p> <p>Possible handout for learners.</p> <p>Markers and large sheets of paper for groups to write their notes on.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
3	<p><i>Types of abuse/neglect:</i> abuse – physical, emotional, intellectual, sexual; neglect – physical, emotional, intellectual; bullying and harassment.</p> <p><i>Indicators of abuse:</i> physical, eg bruising, burns, unexplained injuries, soreness, infections, underweight, poor personal hygiene, failure to thrive; behaviour, eg withdrawal, aggression, distress, rocking/head banging, hunger, reluctance to go home, low self-esteem, developmental delay.</p> <p><i>Recognition of abuse where children/young people cannot communicate:</i> babies and very young children, children with alternative forms of communication.</p>	<p>Start by giving learners the opportunity answer the following question:</p> <p>Can you name different types of abuse? Discuss answers, then lecture or visiting speaker, (possibly child protection specialist) to discuss the different types of abuse.</p> <p>Learners to then discuss in groups.</p> <p>Signs you might notice which could be possible indicators of abuse.</p> <p>Then lecture or visiting speaker to discuss indicators of abuse and how you might recognise this in an early years work setting.</p>	P1, P2, M1, D1	<p>Possible visiting speaker who is a specialist in child protection.</p> <p>Lecture notes and possible handouts about different types of abuse/neglect, indicators of abuse and how to recognise abuse in the work setting.</p> <p>Use of OHP or PowerPoint.</p>
4	<p><i>Consequences of abuse:</i> emotional, social, physical.</p>	<p>In groups, answer the following questions: What are the consequences of abuse? Share what the groups have discussed.</p> <p>Lecture on the consequences of abuse.</p>	P1, P2, M1, D1	<p>Lecture notes on the consequences of abuse.</p> <p>Use of OHP or PowerPoint.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
5	<i>Models of abuse:</i> medical, sociological, psychological, feminist.	Lecture – models of abuse, including a handout if possible.	P2, M1, D1	Notes on models of abuse. Use of OHP or PowerPoint.
6	<i>Legislation/legal framework:</i> relevant to home country; relevant sections from, eg Children Act 1989, 2004, United Nations Convention on the Rights of the Child 1989, Human Rights Act 1998, Data Protection Act 1998, Framework for the Assessment of Children in Need and their Parents 2000, Every Child Matters 2003/2004, Childcare Act 2006, other relevant local policies.	Lecture on legislation/legal framework – give learners photocopies of some parts of the legislation being discussed to highlight and take notes about the relevant areas. If there is any time left, learners could start their posters. Set task 2 and discuss a possible hand in date.	P3	Use of OHP or PowerPoint. Notes and photocopies of different pieces of relevant legislation mentioned in the teaching topics for this session. Copies of task 2 for learners.

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
7	<p><i>Procedures: policy of the setting; safe working practices that protect children and adults who work with them; whistle blowing where there are concerns about colleagues or in other difficult circumstances; importance of following the procedures of the setting without forming premature judgements, lines of reporting concerning suspected or actual abuse, accurate reporting, security of records, sequence of events leading to registration on child protection register.</i></p> <p><i>Safe practices that protect children and adults who work with them: local authority guidelines, guidelines for staff behaviour, police screening of staff; visiting/access rights, building security and access; child protection policies; legal and organisational responsibilities regarding confidentiality, limits and boundaries and why these are important; procedures and protocols in setting for safeguarding and protecting children and expressing concerns about children's welfare;</i></p>	<p>Lecture on different settings:</p> <ul style="list-style-type: none"> • procedures • safe practice • procedure where abuse is suspected or confirmed • roles and responsibility of the setting and/or support worker. <p>All learners to write how they feel their placement covers the above mentioned points. Share and discuss placement policies.</p> <p>Set task 3 and discuss a possible hand in date.</p>	P4, M2	<p>Lecture notes on procedures, safe practice and roles and responsibility of the setting and/or support worker.</p> <p>Copies of task 3 for learners.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
	<p>reasons why, and circumstances in which, information about concerns may not be shared with children and parents; roles and responsibilities of those involved in safeguarding children and promoting their welfare.</p> <p><i>Procedures where abuse is suspected or confirmed:</i> policies of the setting; safe working practices that protect children/young people and adults who work with them; whistle blowing; lines of reporting, accurate reporting, security of records; sequence of events leading to registration on child protection register.</p> <p><i>Roles and responsibilities:</i> following policies and procedures of setting, observation, appropriate recording and reporting, recognising signs and symptoms of abuse, knowing how to respond following disclosure, maintaining confidentiality according to policies of the setting.</p>			

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
8	<p><i>Disclosure</i>: direct; indirect.</p> <p><i>Support for children who disclose</i>: empowering children and young people; unconditional acceptance of the child/young person, awareness of potential impact on the child/young person and other family members, counteracting possible stereotyping.</p>	<p>Lecture – what is the meaning of disclosure, both direct and indirect and how can we support children who disclose? Possibly give learners a handout.</p> <p>In groups discuss the following question: How would you respond if a child disclosed possible abuse? Share the group notes with the class.</p> <p>Learners are to take notes which can be used to achieve P5.</p> <p>Set task 4 and discuss a possible hand in date.</p>	P5	<p>Notes on the meaning of disclosure, both direct and indirect and how we can support children who disclose.</p> <p>Handout on the above issues.</p> <p>Copies of task 4 for learners.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
9	<p><i>Role of the key worker:</i> advantages, supporting children and their families.</p> <p><i>Principles:</i> listening carefully and attentively, communicating at the child's own pace and without undue pressure, taking the child seriously, reassuring and supporting the child, informing the child that the information cannot remain confidential, promptly following the correct procedures of the setting; how to deal with own feelings and emotions.</p>	<p>Group work – What is the role of the key worker in supporting children and families? Share and discuss with the class.</p> <p>Handout – role of the key worker – read through.</p> <p>Lecture – <i>Principles:</i> listening carefully and attentively, communicating at the child's own pace and without undue pressure, taking the child seriously, reassuring and supporting the child, informing the child that the information cannot remain confidential, promptly following the correct procedures of the setting; how to deal with own feelings and emotions.</p> <p>Set task 5 and discuss a possible hand in date.</p>	P6, M3, D2	<p>Large sheets of paper and pens.</p> <p>Copies of task 5 for learners.</p> <p>Handout – role of the key worker – read through.</p> <p>Lecture – <i>Principles:</i> listening carefully and attentively, communicating at the child's own pace and without undue pressure, taking the child seriously, reassuring and supporting the child, informing the child that the information cannot remain confidential, promptly following the correct procedures of the setting; how to deal with own feelings and emotions.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
10	<p><i>Strategies with children/young people:</i> person-centred approach; provide active support; importance of promoting empowerment, assertiveness, self confidence, self-esteem and resilience; sharing information and not keeping secrets; providing information to children according to their age, needs and abilities, eg how to respect their bodies and keep safe, transmission of disease.</p> <p><i>Working with parents and families:</i> partnerships with parents and families, involving parents in the assessment of children's needs, helping parents to recognise the value and significance of their contributions; encourage the development of parenting skills, eg relating to children positively, develop practical caring skills, play and stimulation, parenting skills training; support for behaviour management; consideration for cultural and social variations, adapting as children develop; local support networks; strategies for coping.</p>	<p>Lecture – <i>Strategies with children/young people:</i> person-centred approach; provide active support; importance of promoting empowerment, assertiveness, self confidence, self-esteem and resilience; sharing information and not keeping secrets; providing information to children according to their age, needs and abilities, eg how to respect their bodies and keep safe, transmission of disease.</p> <p>Group work – if you were a nursery manager, how would you encourage partnership with parents? Share and discuss ideas with the rest of the class.</p> <p>Lecture – Partnership with parents.</p>	P6, M3, D2	<p>Lecture notes – <i>Strategies with children/young people:</i> person-centred approach; provide active support; importance of promoting empowerment, assertiveness, self confidence, self-esteem and resilience; sharing information and not keeping secrets; providing information to children according to their age, needs and abilities, eg how to respect their bodies and keep safe, transmission of disease.</p> <p>Large sheets of paper and pens.</p> <p>Lecture notes – Partnership with parents.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
11	<p><i>Sources of information and support:</i> importance of the multi-agency approach in delivering the integrated agenda, benefits of a multi-professional, multi-agency approach, partnership working, extended schools, children’s centres, lead professionals; common assessment framework; cooperation with other professionals; sharing information, boundaries of confidentiality; range of other professionals involved, eg police, health visitors, general practitioners, teachers, early years workers, hospital staff, social services, educational psychologists, family liaison workers, religious personnel; community support networks, eg role and services provided by a range of local/national, voluntary, statutory and private agencies to support children and their families.</p> <p><i>Alternative forms of care:</i> temporary/permanent, fostering, respite, adoption, residential childcare.</p>	<p>Visiting speakers in the following areas:</p> <ul style="list-style-type: none"> • support agencies, eg counsellor • adoption and fostering • educational psychologist • police • health visitor • child protection officer • play therapist. <p>Learners should be encouraged to ask questions and take notes throughout.</p>	P6, M3, D2	<p>Arrange a variety of visiting speakers in the following areas:</p> <ul style="list-style-type: none"> • support agencies, eg counsellor • adoption and fostering • educational psychologist • police • health visitor • child protection officer • play therapist.

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
	<i>Alleviating the effects of abuse:</i> encouraging expression of feeling; improving self-image; building self-esteem and confidence, eg play therapy, counselling; role of voluntary organisations.			
12	Any lectures/issues which need re-capping or were not completed and then time for learners to complete their assignment work and discuss it with their lecturer.	Any lectures/issues which need re-capping or were not completed and then time for learners to complete their assignment work and discuss it with their lecturer.	All	

Sample assessment activity

Task 1

Make a leaflet for early years workers which:

- Highlights indicators of possible child abuse. Include at least four physical and four behavioural indicators within your leaflet. (P1)
- Describes four theoretical models of child abuse. (P2)

Write an essay which complements your leaflet, ensuring you:

- Compare four theoretical models of child abuse. (M1)
- Evaluate four theoretical forms of child abuse. (D1)

Task 2

Make a poster, (minimum size A3) which could be displayed in a school staff room. Your poster needs to outline the legal framework relating to the protection of children. (P3)

Task 3

Write a child protection policy, which describes the reporting procedures in your placement setting. (P4)

Explain the reporting procedures in each of your placements. (Note – this cannot be completed until you have started your last placement.) (M2)

Task 4

Answer the following question, ensuring you describe the principles of responding to disclosure:

- How would you respond if a child disclosed possible abuse? (P5)
- Use your class notes from week 8 lecture.

Task 5

Make a booklet with three sections (P6):

In section 1, describe child protection strategies to protect children.

In section 2, describe child protection strategies to protect children's families.

In section 3, describe child protection strategies to protect other adults.

Ensure your booklet includes an explanation/reason for these strategies to support children, their families and other adults. (M3)

Ensure your booklet includes an evaluation of child protection strategies to support children, their families and other adults. Consider strengths and weaknesses of the strategies and how they could be improved. (D2)

Resource list

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- people/day-to-day interactions, eg school/college or local counsellors, psychologists, social workers
- library resources with key texts and other reference materials
- staff policy and procedure handbooks should be made available from the learners' local health, education and social services departments.

In addition, the following resources are considered to be highly valuable:

- case study materials.

The nature of this unit can lead to disclosure of abuse by and to learners.

It is therefore essential that tutors responsible for delivering this unit have had professional child protection training and that a professional referral is available to learners if required.

Indicative reading for learners

There are many resources available to support this unit. Some examples are below.

Books

Barker J – *A Child Protection Handbook* (Routledge, 2004) ISBN 9780415321754

Beckett C – *Child Protection: An Introduction* (Sage, 2003) ISBN 9780761949565

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006)
ISBN 0340925396

Ferguson H – *Protecting Children in Time: Child Abuse, Child Protection and the Consequences of Modernity* (Palgrave Macmillan, 2004) ISBN 1403906939

Gardner R – *Supporting Families: Child Protection in the Community* (Wiley, 2005)
ISBN 9780470023020

Green S – *BTEC National Children's Care, Learning and Development Book 1* (Nelson Thornes, 2007) ISBN 9780748781973

Hobart C and Frankel J – *A Practical Guide to Good Practice in Child Protection* (Nelson Thornes, 2005) ISBN 9780748792061

Humphreys C and Stanley N – *Domestic Violence and Child Protection: Directions for Good Practice* (Jessica Kingsley, 2006) ISBN 1843102765

Lindon J – *Child Protection* (Hodder Arnold, 2003) ISBN 9780340876060

Peacock S – *BTEC National Children’s Care, Learning and Development: Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Squire G – *BTEC National Children’s Care, Learning and Development: Student Book* (Heinemann, 2007) ISBN 97804365499099

Tassoni P – *S/NVQ Level 3 Children’s Care, Learning and Development Candidate Handbook* (Heinemann, 2006) ISBN 9780435499179

Walker M – *Children’s Care, Learning and Development NVQ 3 Candidate Handbook* (Nelson Thornes, 2006) ISBN 0748796045

Journals

Community care

Nursery World

Websites

www.charity-commission.gov.uk

Charity Commission

www.guardian.co.uk

The Guardian newspaper

www.nspcc.org.uk

NSPCC

www.savethechildren.org.uk

Save the Children

www.teachernet.org

Teachernet

www.unicef.org

UNICEF

www.viva.org

Viva network

Unit 6: Promoting Children's Rights

NQF Level 3: BTEC National

Guided learning hours: 60

This unit introduces learners to the concepts of diversity, equality, individual rights, and inclusion, especially with reference to the provision of services for children, and children's rights.

Contemporary British society is immensely diverse in terms of culture, background, beliefs and values. This diversity can add to the richness of society but may also result in some individuals being disadvantaged in social and economic terms, as well as in respect of access to health, education and lifelong opportunity.

Those who work with children need to be aware of the implications of diversity and recognise its value. They also need to recognise the importance of equality of opportunity, inclusion and the rights of the individual.

The unit is intended to contribute to the underpinning knowledge required for CCLD 305: Protect and promote children's rights of the National Occupational Standards in Children's Care, Learning and Development. It aims to cover the first two elements of this unit, with the third element being covered by *Unit 5: Safeguarding Children*.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the meaning of diversity in today's society
- 2 Understand the importance of equality, recognising diversity and rights in services for children
- 3 Understand the ways in which services for children recognise and promote equality, diversity and rights
- 4 Know the ways in which the individual worker can promote inclusion in their own practice.

Exemplar programme of learning

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
1	<p>Introduce the unit.</p> <p><i>Diversity in contemporary British society:</i> eg race, culture, beliefs, values, age, health status, ability, place of origin, social class/stratification, economic status, family structure, sexuality, language, accents, codes of behaviour, families with a history of offending.</p> <p><i>Advantages of diversity:</i> eg cultural enrichment, global awareness, respect and acceptance, social harmony.</p>	<p>Introduce and discuss the unit content.</p> <p>Lecture – Diversity and the advantages of diversity.</p> <p>Ask learners to obtain copies of the equal opportunity policy of their placement.</p> <p>Set Task 1 and discuss a possible hand in date.</p>	P1, M1, D1	<p>Lecture notes – Diversity and advantages of diversity.</p> <p>Copies of the unit content for learners.</p> <p>Copies of task 1 for learners.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
2	<p><i>Diversity in contemporary British society:</i> eg race, culture, beliefs, values, age, health status, ability, place of origin, social class/stratification, economic status, family structure, sexuality, language, accents, codes of behaviour, families with a history of offending.</p> <p><i>Advantages of diversity:</i> eg cultural enrichment, global awareness, respect and acceptance, social harmony.</p>	<p>Possible visit to a place of worship.</p> <p>Learners should be encouraged to ask relevant questions and take notes during the visit.</p> <p>Observe some religious artefacts.</p>	P1, M1, D1	<p>Arrange a visit to a religious place of worship.</p> <p>Religious artefacts.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
3	<p><i>Diversity in contemporary British society:</i> eg race, culture, beliefs, values, age, health status, ability, place of origin, social class/stratification, economic status, family structure, sexuality, language, accents, codes of behaviour, families with a history of offending.</p> <p><i>Advantages of diversity:</i> eg cultural enrichment, global awareness, respect and acceptance, social harmony.</p> <p><i>Formal policies on equality and rights:</i> legislation covering children’s rights and laws covering equality and inclusion in home country and how these relate to children’s settings; organisational policies; staff recruitment, development and training.</p>	<p>Discuss visit, learners share the notes they took.</p> <p>Discuss equal opportunities policies collected from placements.</p> <p>Lecture – based around the discussions and observations so far, this may vary depending on visit and policies observed.</p> <p>Arrange a diverse food tasting session in which learners bring examples of culturally distinct foods. Learners discuss the impact of cultural diversity.</p>	M1, D1, P4, M2	<p>Learners notes from visit.</p> <p>Examples of equal opportunity policies from a variety of settings.</p> <p>Food for the diverse food tasting session.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
4	<p><i>Economic diversity:</i> distribution of wealth and income; inequalities; hardship and meritocracy; concepts of absolute and relative poverty and its measurement; poverty line; existence and persistence of poverty; effects of poverty on children, families and society.</p> <p><i>Equity:</i> concept of tolerance; cycle of disadvantage; principles and values of the sector, including the care value base.</p>	<p>Lecture – economic diversity and equity, encouraging learners to question and discuss the issues mentioned in the lecture.</p> <p>Set task 2 and discuss a possible hand in date.</p>	P2	<p>Lecture notes on economic diversity and equity.</p> <p>OHP and/or PowerPoint.</p> <p>Copies of task 2 for learners.</p>
5	<p><i>Inequalities:</i> discrimination, stereotyping, labelling, marginalising, disempowering; potential effects on children and their families; embedding of inequalities in society; negative effects on children who are/are not experiencing inequality; effects on access to services and how to overcome these.</p> <p><i>Vulnerable groups:</i> eg cultural minorities, people with disabilities and/or special educational needs, people who are economically and/or educationally disadvantaged.</p>	<p>Group work, learners to spider-graph inequalities. Share with the class and discuss.</p> <p>Lecture on inequalities.</p> <p>Group work, learners to spider-graph vulnerable groups.</p> <p>Lecture on vulnerable groups.</p> <p>Set task 3 and discuss a possible hand in date.</p> <p>Possible visit from someone from an ethnic minority.</p>	P2, P3	<p>Possible visit from someone from an ethnic minority.</p> <p>Copies of task 3 for learners.</p> <p>Large sheets of paper and markers.</p> <p>Lecture notes, book references on inequalities.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
6	<i>Provision and services: equal access to provision best suited to individual needs, eg separated and/or integrated, personal choice; negative implications of segregated provision; difficulties in accessing provision and services and how these might be overcome; community resources and support to support equality of access; sources of information for children and their families.</i>	Lecture on provision and services, encouraging learners to question and share with discussion giving examples from their placement settings. Set task 5 and discuss a possible hand in date.	P5	Copies of task 5 for learners.
7	<i>Human rights: moral rights; rights of children and their families. Human rights legislation: Human Rights Act 1998 – main sections and implications for children; United Nations Convention on the Rights of the Child 1989 – implications on services for children.</i>	Lecture on human rights and legislation. Possible handout for learners. If there is any time left learners may use the internet to find more information about human rights legislation, which will support their assignment writing. Set task 4 and discuss a possible hand in date.	P4	Lecture notes – Human rights and legislation, possible handout for learners. Access to the internet. Copies of task 4 for learners.

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
8	<p><i>Working practices in children's services:</i> active promotion of equality and individual rights; communication; developing partnerships with parents.</p> <p><i>Active promotion of equality and individual rights:</i> staff recruitment, development and training; providing information that promotes participation and equality of access; identifying and removing barriers to participation, eg attitudes, language, mobility, discrimination, lack of information, environmental factors; providing information to children about their rights and responsibilities in the context of the setting; implications of confidentiality; ensuring provision meets current guidelines on implementing inclusion and anti-discriminatory practice.</p> <p><i>Communication:</i> information about services and policies; the roles and use of advocates, interpreters, translators; signing, Braille.</p>	<p>Lecture on working practices in children's services or possible visit from a placement provider.</p> <p>Group work – how can we actively promote equality and individual rights? Spider-graph and then share with the rest of the class. Encourage learners to bear in mind links to the equal opportunity policies discussed earlier in the unit.</p> <p>Lecture/discussion about communication: information about services and policies; the roles and use of advocates, interpreters, translators; signing, Braille. Learners to try learning some basic sign language and communicating with their friends.</p>	P4, P5, D2	<p>Lecture notes – working practices in children's services or arrange a placement provider to be a visiting speaker.</p> <p>Large sheets of paper and markers.</p> <p>Lecture notes/handouts about communication, advocates, interpreters, translators, signing and Braille.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
9	<p><i>Partnerships with parents/legal guardians</i>: positive relationships with parents/legal guardians; discussion and sharing of information; valuing parental role and involvement; understanding diverse family patterns; cultural expectations.</p>	<p>Group work (answering the following questions). How can we involve parents in our settings? What examples of partnerships with parents have you seen whilst on placement?</p> <p>Lecture – positive relationships with parents/legal guardians; discussion and sharing of information; valuing parental role and involvement; understanding diverse family patterns; cultural expectations.</p>	P5	<p>Large sheets of paper and markers.</p> <p>Lecture notes – positive relationships with parents/legal guardians; discussion and sharing of information; valuing parental role and involvement; understanding diverse family patterns; cultural expectations.</p> <p>OHP or PowerPoint.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
10	<p><i>Personal awareness:</i> identifying one's own beliefs and prejudices; changing one's own beliefs and prejudices; challenging oppressive and discriminatory behaviour; links between discrimination and behaviour; appropriate use of language; role modelling.</p> <p><i>Application of care value base:</i> respect for individual differences; identity and dignity of children and families.</p> <p><i>Inclusive practice:</i> in communication, care routines, play, curricular activities, the environment, equipment and materials; seeking and respecting views and preferences of children; adapting practice to ages, needs and abilities of children; working with children in the context of the UN Convention on the Rights of the Child, eg the child's right to self-expression, play, cultural identity, freedom from exploitation, high quality provision that meets their individual needs; anti-discriminatory practice.</p>	<p>Lecture – <i>Personal awareness:</i> identifying one's own beliefs and prejudices; changing one's own beliefs and prejudices; challenging oppressive and discriminatory behaviour; links between discrimination and behaviour; appropriate use of language; role modelling.</p> <p>Visiting speaker (possibly a special needs teacher) to discuss application of care value base and inclusive practice.</p> <p>Lecture – working with children in the context of the UN Convention on the Rights of the Child, eg the child's right to self-expression, play, cultural identity, freedom from exploitation, high quality provision that meets their individual needs; anti-discriminatory practice</p> <p>Learners should be asked to take notes or try to obtain a copy of their placement settings Confidentiality Policy, to be used in the next session.</p>	P5, P6, M3	<p>Lecture notes – <i>Personal awareness:</i> identifying one's own beliefs and prejudices; changing one's own beliefs and prejudices; challenging oppressive and discriminatory behaviour; links between discrimination and behaviour; appropriate use of language; role modelling.</p> <p>Arrange a visiting speaker (possibly special needs teacher) to discuss application of care value base and inclusive practice.</p> <p>Lecture notes – working with children in the context of the UN Convention on the Rights of the Child, eg the child's right to self-expression, play, cultural identity, freedom from exploitation, high quality provision that meets their individual needs; anti-discriminatory practice.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
11	<p><i>Overriding individual rights:</i> examples of situations when this might be necessary, eg for the safety of the child; the use of power and force; statutory powers, eg Children Act 2004, Disability Discrimination Act 1995 and 2005, Mental Health Act 1983, Mental Capacity Act 2005, Childcare Act 2006, common law; legal framework.</p> <p><i>Implications of confidentiality:</i> interviewing; recording; storage of information; sharing of information; professional confidentiality; when to break confidence; relevant sections of legislation, eg Data Protection Act 1984, Access to Personal Files Act 1987, Access to Medical Reports Act 1988.</p>	<p>Group work: When do you feel individual rights can/should be overridden? Discuss and then share with the rest of the class.</p> <p>Lecture – <i>Overriding individual rights:</i> examples of situations when this might be necessary, eg for the safety of the child; the use of power and force; statutory powers, eg Children Act 2004, Disability Discrimination Act 1995 and 2005, Mental Health Act 1983, Mental Capacity Act 2005, Childcare Act 2006, common law; legal framework.</p> <p>Sharing and discussing confidentiality policies collected from placements.</p>	D1	<p>Lecture notes – <i>Overriding individual rights:</i> examples of situations when this might be necessary, eg for the safety of the child; the use of power and force; statutory powers, eg Children Act 2004, Disability Discrimination Act 1995 and 2005, Mental Health Act 1983, Mental Capacity Act 2005, Childcare Act 2006, common law; legal framework.</p> <p>Examples of confidentiality policies collected from a variety of relevant settings.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
		<p>Lecture</p> <ul style="list-style-type: none"> Confidentiality: interviewing; recording; storage of information; sharing of information; professional confidentiality; when to break confidence. Relevant legislation concerned with confidentiality eg Data Protection Act 1984, Access to Personal Files Act 1987, Access to Medical Reports Act 1988. 		<p>Lecture notes on:</p> <ul style="list-style-type: none"> confidentiality: interviewing; recording; storage of information; sharing of information; professional confidentiality; when to break confidence relevant legislation concerned with confidentiality, eg Data Protection Act 1984, Access to Personal Files Act 1987, Access to Medical Reports Act 1988.
12	<p>Learner presentations.</p> <p>Time to re-cap any items learners require more information about.</p> <p>Time to finish assignments and discuss them with lecturer.</p>	<p>Learners' individual presentations.</p> <p>Time to re-cap any items learners require more information about.</p> <p>Time to finish assignments and discuss them with lecturer.</p>	<p>P6</p> <p>All</p>	<p>PowerPoint access and OHP for presentations.</p>

Sample assessment activity

Task 1

Make a leaflet for learners in your group which describes the meaning of diversity in today's society. (P1)

Write a policy for a school setting which describes implications of addressing issues of diversity. (M1)

In an essay format answer the following question:

What is the value of diversity in today's society and how is it relevant to children's care, learning and development practice? (D1)

Task 2

Using topical issues in the recent media explain the causes of two types of economic diversity and discuss how these may affect children, their families and society. Gather as much evidence as you can, and include this along with any linked notes you have taken, as part of the assignment. (P2)

Task 3

In an essay format, describe the meaning of equity, diversity and rights and explain why it is important for a children's service provider to recognise these.

Give at least one example of each. (P3)

Answer the following question in the form of a 5-10 minute presentation.

How can you as an individual worker promote inclusion? (P6)

Continuing in your essay format for P3, analyse the role of children's care, learning and development practitioners in ensuring promotion of inclusive practice. Elements of D2 may also be evident through your presentation. (D2)

Task 4

Make a poster (minimum size A3) for display in a nursery or a school. Your poster needs to identify each piece of current legislation and explain how it helps to promote equality of opportunity, inclusion and children's rights in children's services. (P4)

Using a policy from one of your placements, explain how it meets the requirements of a piece of legislation discussed on your poster. (M2)

Task 5

Answer the following question:

How can schools/nurseries promote equality of opportunity, inclusion and rights? (P5)

Include examples from your placements, which show how practice in children's services can promote equality of opportunity, inclusion and rights. (M3)

Resource list

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor with experience of practising the concepts of inclusive practice in care settings
- work experience placements
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- case study materials
- resources produced by the Standards Unit
- recent policy papers from The Children's Society, various specialist independent (voluntary) organisations, professional associations and trade unions
- audio and visual records, eg videos/DVDs, television interviews, soap operas, chat shows, magazines or newspapers
- guest speakers
- visits.

Indicative reading for learners

There are many resources available to support this unit. Some examples are below.

Books

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006)
ISBN 0340925396

Casey T – *Inclusive Play: Practical Strategies for Working with Children Aged 3-8*
(Paul Chapman, 2005) ISBN 1412902436

Cheminais R – *Every Child Matters – A New Role for SENCOs* (David Fulton, 2005)
ISBN 1843124068

Clough P and Nutbrown C – *Inclusion in the Early Years* (Sage, 2006) ISBN 1412908140

Davy A and Gallagher J – *New Play work – Play and Care for Children 4-16*
(Thompson Learning, 2006) ISBN 1844803376

Green S – *BTEC National Children's Care, Learning and Development Book 1* (Nelson Thornes, 2007) ISBN 09780748781973

Maloney S and Topping K – *The Routledge Falmer Reader in Inclusive Education*
(RoutledgeFalmer, 2005) ISBN 0415336651

Peacock S – *BTEC National Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Squire G – *BTEC National Children’s Care, Learning and Development Student Book* (Heinemann, 2007) ISBN 9780435499099

Tassoni P – *S/NVQ Level 3 Children’s Care, Learning and Development: Candidate Handbook* (Heinemann, 2006) ISBN 9780435499179

Thomas E – *What about Me? An Equal Opportunities Support Pack* (HLB Associates, 2003) ISBN 9780954736200

Walker M – *Children’s Care, Learning and Development NVQ 3: Candidate Handbook* (Nelson Thornes, 2006) ISBN 0748796045

Journals

Nursery Education

Nursery World

Practical Pre-School

Sociology Review

Sure Start Magazine

Websites

www.bbc.co.uk

BBC

www.cregov.uk

Commission for Racial Equality

www.equality.leeds.ac.uk

University of Leeds resource

www.legalday.co.uk

UK Law resource

Unit 7: Children's Learning Activities and Play

NQF Level 3: BTEC National

Guided learning hours: 90

The aim of this unit is to provide learners with the knowledge and understanding needed for them to be able to promote children's learning, and also to introduce the value of play as a vehicle for learning for children of different ages, stages and abilities. The focus is from 0 to 8 years of age.

Those who work in the Children's Care, Learning and Development sector need to understand how children develop and learn in order to ensure that they work with them effectively and maximise individual potential. The unit initially enables learners to develop an understanding of theoretical perspectives of development and learning that impact on current practice and provision.

In children's care, learning and development, play is regarded as fundamental to a child's wellbeing and subsequent development. It is also a subject that promotes a lot of discussion and debate amongst practitioners.

In this unit, learners will develop knowledge and understanding of the nature and value of play and the processes of planning, preparing, implementing and evaluating play and learning activities. The role of the adult in all aspects of the provision of play and learning experiences for young children is also considered.

The concept and value of play is further explored in *Unit 31: Introduction to Playwork*, *Unit 32: The Playwork Environment* and *Unit 33: Self-directed Play*.

This unit will be useful for those learners who plan to work with young children in an education and/or care setting, to enable them to provide appropriate play and learning experiences for children and promote their holistic development.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the major theories of how children develop and learn
- 2 Understand the role of play in the development of children
- 3 Understand the role of the adult in all aspects of the provision and implementation of play and learning activities for children
- 4 Know how to identify and promote learning opportunities for children aged from 0 to 8 years of age
- 5 Be able to plan, implement and evaluate learning activities for children aged from 0 to 8 years of age
- 6 Be able to provide play situations for children.

Exemplar programme of learning

Note: As this unit requires 90 teaching hours, each session below is based on 7.5 hours of teaching which you should split into more than one session.

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
1	<p><i>Introduce the unit.</i></p> <p><i>Development and learning:</i> importance of neuroscience and brain studies; factors that may influence development and learning, eg timing, settings, genetics, environment, health factors, support.</p>	<p>Give out and discuss the unit content.</p> <p>Lecture and development and learning.</p> <p>Give out task 1 and discuss, giving learners a hand in date.</p>	P1, M1, D1	<p>Copies of the unit content for learners.</p> <p>Copies of task 1 for learners.</p> <p>Notes on development and learning.</p> <p>OHP and/or PowerPoint.</p>
2	<p><i>Major theories:</i> nature/nurture debate; transmission models of learning – Pavlov and Skinner; ‘laissez-faire’ views; constructivist view – Piaget; social-constructivist views – Vygotsky and Bruner; advantages/disadvantages of each model; links to current research.</p>	<p>Lecture on major theories of learning, to include some practical examples, video footage and/or photographs.</p>	P1, M1, D1	<p>Notes on major theories of learning with possible visual footage, photographs and practical elements.</p> <p>OHP or PowerPoint.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
3	<p><i>How children learn:</i> eg first-hand experiences, through play, being active, using language, stimulation, working with others, doing meaningful activities, feeling secure, appropriate adult intervention, learning to learn.</p> <p><i>Influence on:</i> the organisation of the early years environment; resources; the role of the adult and their interaction with the child.</p>	<p>Short lecture on how children learn.</p> <p>Video/DVD – learners to observe children and then discuss how they feel they are learning.</p> <p>Visit to a local nursery school to take notes. Encourage learners to observe the environment, the resources and the role of the adult.</p>	P1, M1, D1	<p>Lecture notes on how children learn.</p> <p>Video/DVD with clips of children learning.</p> <p>Opportunity to visit a local nursery or school.</p>
4	<p><i>Nature of play:</i> definitions of play; motivational value of play; cultural variations.</p> <p><i>Stages of play:</i> how they relate to developmental stages, eg solitary, parallel, cooperative, competitive.</p>	<p>Lecture on nature of play and stage of play, with opportunities for discussion. Handout to be given to learners.</p> <p>Set task 2 and discuss the hand in date.</p>	P2, M2	<p>Use of OHP or PowerPoint.</p> <p>Lecture notes on nature of play and stages of play.</p> <p>Possible handout on the above items.</p> <p>Copies of task 2 for learners.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
5	<p><i>Types of play activities and learning experiences:</i> free/spontaneous; structured/planned; free-flow; therapeutic; combining types of play; Moyles's play spiral; extension of play opportunities; imaginative; creative; expressive; sensory; exploratory; social; fantasy; dramatic; locomotor; mastery; socio-dramatic; symbolic; object; technological/investigative, eg use of IT equipment, maths, science and the environment.</p> <p><i>Role of play:</i> physical development, eg gross motor skills, fine motor skills; development of early learning, eg language, understanding of the world; emotional development; social development; therapeutic; development of imagination and creativity.</p>	<p>Class discussion on different types of play activities. Learners to share the ideas they have seen in placements. In groups, plan a play activity. Lecture on types of play and learning experiences. In group, discuss the role of play. Share these ideas with the rest of the class. Encourage learners to think about physical development, eg gross motor skills, fine motor skills; development of early learning, eg language, understanding of the world; emotional development; social development; therapeutic; development of imagination and creativity.</p>	P2, M2	Use of OHP and PowerPoint.

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
6	<p><i>Role:</i> identifying and promoting play and learning opportunities; understanding relevant curriculum requirements; using a balance of activities; integrated approach; planning; preparing; health and safety; implementing; providing encouragement; intervening as required; providing stimulation; building confidence and self-esteem; inclusion; differentiation; extension of activities; observing; monitoring; evaluating; communicating with children and their families; individual learning programmes.</p> <p><i>Planning and preparation:</i> environment, resources, involving children, discussion with other adults, health and safety, use of everyday routines to enhance learning.</p>	<p>Video/DVD on observing play situations and discussing how they promote learning.</p> <p>Another visit to local nursery or school to observe play and how it is promoting learning.</p> <p>In groups, learners to think about and discuss the planning and preparation for the play activities they have observed, on the video, in the setting visited and in placement.</p> <p>Lecture</p> <ul style="list-style-type: none"> • education framework • planning – short, medium and long term planning. <p>Set task 3 and discuss the presentations (Session 8).</p>	P3, P4, M3	<p>Video/DVD of children playing.</p> <p>Opportunity to visit a different local nursery or school.</p> <p>Notes on the education framework and long, medium and short term planning.</p> <p>Copies of task 3 for learners.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
	<p><i>Supporting early learning:</i> early education framework links in home country; promoting key concepts, skills, attitudes and knowledge across all curriculum areas; identifying learning aims and objectives; integrated approach; inclusion; anti-discriminatory practice.</p> <p><i>Planning activities to support early learning:</i> short, medium and long term planning; taking into account individual needs, eg different learning styles/preferences, individual specific needs, differentiation; importance of observation; use of different types of play as a vehicle for learning; use of ICT; involvement of children, parents, families and external expertise; availability of resources.</p>			

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
7	<p><i>Extension of activities:</i> in response to and valuing children’s ideas in the development and extension of planned and spontaneous activities; understanding of developmental stage and facilitation of development to the next stage; importance of observation; importance of inclusion.</p> <p><i>Monitoring strategies:</i> eg how to set and use criteria for monitoring and evaluating, documentation, discussion with colleagues, learner evaluation, child observation, monitoring of participation and learning, monitoring and evaluation of children’s enjoyment, reactions and responses, reflecting on own practice.</p> <p><i>Monitoring:</i> learning; participation; formative assessment; summative assessment; the assessment process – who, where, when, how; links to planning; evaluation.</p>	<p>Visiting speakers, form two different setting, (possibly a nursery manager and a teacher from a school) to discuss:</p> <ul style="list-style-type: none"> • activities and how to extend them • monitoring strategies • monitoring learning. <p>Set task 4 and discuss a hand in date.</p> <p>Learners to observe and if possible obtain copies of different forms of planning used at their placement, which we will use in the next session.</p>	P3, P4, M3	<p>Visiting speakers, form two different setting, (possibly a nursery manager and a teacher from a school).</p> <p>Copies of task 4 for the learners.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
8	<p>Learner presentations</p> <p><i>Planning and preparation:</i> planning within a thematic and non-thematic framework; ensuring children can progress within a given curriculum area; ensuring that the range of children's developmental and specific individual needs are judged realistically; planning and preparation of physical and human resources; use of ICT; consulting with staff, children and families as appropriate; inclusion; differentiation.</p>	<p>Presentations (Task 3)</p> <p>Lecture on planning and preparation, with a possible visiting speaker from a placement setting to discuss their methods of planning. Sharing planning examples from placements.</p>	P3, M3, P5	<p>OHP and/or PowerPoint.</p> <p>Lecture – Planning and preparation.</p> <p>Possible visiting speaker from a placement setting.</p> <p>Planning examples from a variety of settings.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
9	<p><i>Role in formal learning:</i> eg literacy, mathematics, science, ICT, knowledge and understanding of the world.</p> <p><i>Encompass diversity:</i> opportunities for children to extend their explorations and understanding of the wider world and therefore physical, social and cultural settings beyond their immediate experience; promoting equality of opportunity; inclusion; development of anti-discriminatory practice and positive attitudes.</p> <p><i>Implementation:</i> interpersonal skills; observation skills; monitoring of children's activities; awareness of when to intervene; involvement of children in all aspects including clearing away and tidying; awareness of health and safety.</p>	<p>Group work to discuss the role of play and learning activities in formal learning. Learners share and discuss these ideas with the rest of the class.</p> <p>Lecture on the support workers role in formal learning.</p> <p>Lecture on encompassing diversity and implementation.</p> <p>Set task 5 and discuss the hand in date.</p>	P5	<p>Lecture notes – The role of play and learning activities in formal learning.</p> <p>Lecture notes – Encompassing diversity and implementation.</p> <p>Copies of task 5 for the learners.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
10	<p><i>Evaluation</i>: monitoring strategies; use of observation; communicating with relevant others; considering strengths and weaknesses; considering the value and benefits for children; considering further development to extend children's learning and development; improvements for the future; reflecting on own practice; role of the adult.</p> <p><i>Play situations</i>: structured; free.</p> <p><i>Planning and preparation</i>: physical and human resources; consulting with staff, children and families as appropriate; inclusion.</p>	<p>Lecture/or possible visiting speaker to discuss – Evaluating: monitoring strategies; use of observation; communicating with relevant others; considering strengths and weaknesses; considering the value and benefits for children; considering further development to extend children's learning and development; improvements for the future; reflecting on own practice; role of the adult.</p> <p>Lecture – <i>Play situations</i>: structured; free. <i>Planning and preparation</i>: physical and human resources; consulting with staff, children and families as appropriate; inclusion.</p> <p>Set task 6 and discuss the hand in date.</p>	P5, P6, M4, D2	<p>Lecture notes: Evaluating. Possible visiting speaker. Lecture notes – <i>Play situations</i>: structured; free. <i>Planning and preparation</i>: physical and human resources; consulting with staff, children and families as appropriate; inclusion. Copies of task 6 for the learners.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
11	<p><i>Types of play activities:</i> eg imaginative, creative, expressive, sensory, exploratory, locomotor, fantasy.</p> <p><i>Review:</i> evaluate play situation set up; role of the adult.</p>	<p>In groups plan a play situation which encourages a child to be:</p> <ul style="list-style-type: none"> • imaginative • creative • expressive • exploratory. <p>Share these ideas with the rest of the class. Learners should be encouraged to take notes. The tutor should ask questions to extend the learning taking place during this activity.</p> <p>Lecture – How to review and evaluate a play situation, with handout.</p>	P6, M4, D2	<p>Large sheets of paper and pens.</p> <p>Lecture notes – How to review and evaluate a play situation, with handout.</p>
12		<p>Time to complete the assignment tasks and discuss any issues with lecturer before handing in.</p>	All	

Sample assessment activity

Task 1

In an essay format, describe the ways in which children learn, with reference to the major theories of learning. (P1)

Extend your description into an explanation, using examples from your placements which link to your explanations. (M1)

Continue to use your examples from placement to evaluate the theories of learning you have already described. Compare them and consider their strengths and weaknesses. Use and include observations from your placements to reinforce your arguments. (D1)

Task 2

Design a poster, (minimum size A3) which describes the value of play in children's development. Use examples you have observed in placements to help with your descriptions. (P2)

Also on your poster use your examples from placements to stretch your descriptions into explanations. (M2)

Task 3

Answer the following question in the form of a 10 minute presentation:

What is the role of the adult in all aspects of provision and implementation of play and learning activities for children? (P3)

You will need to include your research notes, which will be marked along with the presentation.

Either during your presentation or as a separate piece of work use examples from placements which show you have observed the role of the adult in detail and explained this role. (M3)

Task 4

Make a scrapbook called, 'How Early Years Settings Provide Learning Opportunities for Children'. (P4)

It should have three sections:

- Section 1: How Early Years Settings Provide Learning Opportunities for Children 0-3 years old
- Section 2: How Early Years Settings Provide Learning Opportunities for Children 3-5 years old
- Section 3: How Early Years Settings Provide Learning Opportunities for Children 5-8 years old.

In each of the sections you need to include evidence of how early years settings provide learning opportunities for children.

Your evidence may be in the form of:

- written accounts
- observations- with permission
- photographs- with permission
- evaluations of activities etc
- interviews with staff, parents, children – with permission.

It is likely that the information needed for this task will be collected over the duration of the course, to ensure learners have the opportunity to observe the full age range 0-8 years before completing the task.

Task 5

Plan and carry out two separate activities in your placement. (P5)

Your plans should include:

- curriculum area
- range of children's age
- specific individual needs
- physical and human resources required
- use of ICT
- permission to carry out the activity (signature from your supervisor)
- differentiation (how you could adapt your activity for different age ranges or stages of development)
- inclusion
- how your activity links to literacy, mathematics and science
- opportunities for children to extend and explore the wider world
- area of development it supports and how
- health and safety issues – anything to be aware of
- evaluation – strengths, weaknesses, value and benefits to the children, how you could further develop the activity to extend children's learning, improvements for the future and a reflection of your own practice.

Task 6

In your work placement, set up and review two different play situations. These may be free or structured play situations. (P6)

Your plan should include:

- physical and human resources required
- permission from supervisor
- inclusion – how you will ensure all children can be included.

Your play situations may be imaginative, creative, expressive, sensory, exploratory, fantasy etc.

Links to Task 5 and 6

Explain the value of the two activities and the two play situations you carried out. (M4)

Evaluate the two activities and play situations you carried out, with reference to theories of learning. You will need to also consider the strengths and weaknesses of each in terms of the proposed outcomes and the development and learning of the children. (D2)

Resource list

The following resources are considered essential for the delivery of this unit:

- an appropriately qualified tutor
- work experience placements
- library resources with key texts and other reference materials.

In addition, the following resources are considered to be highly valuable:

- videos/DVDs
- photographs.

Indicative reading for learners

There are many resources available to support this unit. Some examples are below.

Books

Bee H – *The Developing Child* (Allyn and Bacon, 2003) ISBN 0205494099

Bruce T – *Learning through Play* (Hodder Arnold, 2001) ISBN 0340801522

Bruce T – *Cultivating Creativity* (Hodder Arnold, 2004) ISBN 0340814675

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006) ISBN 0340925396

Green S – *BTEC National Children's Care, Learning and Development Book 1* (Nelson Thornes, 2007) ISBN 09780748781973

Lindon J – *Understanding Child Development* (Hodder Arnold, 2005) ISBN 0340886692

Meggitt C – *Child Development: An Illustrated Guide* (Heinemann, 2006) ISBN 0435420488

Peacock S – *BTEC National Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Squire G – *BTEC National Children's Care, Learning and Development learner book* (Heinemann, 2007) ISBN 97804365499099

Tassoni P – *S/NVQ Level 3 Children's Care, Learning and Development Candidate Handbook* (Heinemann, 2006) ISBN 9780435499179

Walker M – *Children's Care, Learning and Development NVQ 3 Candidate Handbook* (Nelson Thornes, 2006) ISBN 0748796045

Website

www.sirenfilms.co.uk

Siren Film and Video Ltd

Unit 10: Promoting Wellbeing and Resilience in Children

NQF Level 3: BTEC national

Guided learning hours: 30

Unit abstract

Understanding the everyday needs of children and young people in terms of emotional health and wellbeing is at the very heart of work with in the children's care, learning and development sector.

This unit enables learners to gain understanding of factors that contribute to the development of positive self-esteem, including strategies that encourage children to sustain a positive approach in their lives.

Initially learners will consider the importance of providing an emotionally secure, yet challenging environment for children. They will then explore the development of children's self-reliance, self esteem and emotional resilience and how this development may be encouraged.

The unit is intended to contribute to the underpinning knowledge required for CCLD 308: Promote Children's wellbeing and resilience of the National Occupational Standards in Children's Care, Learning and Development.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand how to provide a supportive and challenging environment
- 2 Understand factors affecting the development of children's self reliance, self esteem and emotional resilience
- 3 Understand how to encourage children's self reliance, self esteem and resilience.

Exemplar programme of learning

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
1	A supportive environment. Understanding age and stage of development in terms of the self esteem and self-reliance. Temperament and personality.	Questionnaires devised by learners for other learners and staff to ascertain how self reliance, self esteem and emotional resilience is best promoted (self reflection and analysis of strategies).	P1, M1, D1 (Task 1-3)	Textbook: 'Understanding Child Development', Jennie Linden (see indicative reading for learners) Internet – see websites Video/DVD material
2	Managing and controlling own feelings and those of others – positive behaviour strategies. Management of challenging behaviour to protect the self esteem. Diversity and rights.	Using case studies and examples from observation in own workplace to evaluate the best methods of promoting positive behaviour and managing challenging behaviour. Small then whole group discussion.	P1, M1, D1 (Task 1-3)	Child observations Text: Hobart/Frankel; 'A Practical Guide to Child Observations and Assessments' Case studies
3	Planning activities to encourage listening, responding, sharing, co-operation and negotiation.	Tutor guidance on writing activities that are linked to personal, social and emotional development. Discussion on how to observe effects of planning, evaluating and adjusting methods. Lecture on planning for individual needs.	P2, M2, D2	Video/DVD/books – see list

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
4	<p>Setting challenges in the environment.</p> <p>Developmentally appropriate activities.</p> <p>Risk assessing in line with organisational policy.</p> <p>Balancing risky play and the need for supervision.</p>	<p>Lecture on physical play plans, use of equipment and the setting out of activities and play ideas.</p> <p>Group discussion on how to risk assess and monitor children's approaches to challenges and risky play. Groups could discuss case studies.</p> <p>Methods to support children to manage risks for themselves (small group work).</p>	P3, M2, M3, D3	<p>Formats to plan play and conduct risk assessments</p> <p>Case studies of play settings</p>
5	<p>Understanding theories of emotional and social development.</p>	<p>Lecture on different aspects of development of children's self esteem, self reliance and emotional resilience.</p> <p>Students in groups research a specific aspect.</p> <p>Presentation to group of different theorists.</p> <p>Groups produce a booklet for parents or new teachers.</p>	P2, M2, D2 (presentations may be peer assessed)	<p>Books</p> <p>Websites</p> <p>Material for presentations</p>
6	<p>Moral and pro-social development and theories.</p>	<p>Use of case studies.</p> <p>Small group research project and feedback.</p>	P2, M2, D2	<p>Overhead or PowerPoint presentations</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
7	Factors affecting self reliance, self esteem and resilience: attachments, family support, temperament, transitional events such as changing school, life changes, ie puberty/ adolescence; life events such as divorce, bereavement, moving house.	Workings in pairs or small groups explore how these changes would affect children at different ages and as individuals.	P2, M2, D2	Text: see indicative reading; comparisons with milestones charts
8	Strategies to encourage self reliance, self esteem and resilience; focused attention, non-judgemental, supporting children to make own choices and decisions.	Relating to the activity plans (session 4), learners make notes on how this can be implemented and observed. Guest speaker from an early years setting on the practitioner's role in promoting this, the use of body language and the verbal language.	P3, M3, D3	Text: see indicative reading; activity planning and observations
9	Supporting children to manage negative feelings; failure, anger, disappointment, frustration.	In pairs or small groups plan scenarios for other groups (with their own ideas noted). Discuss and compare.	P3, M3, D3	DVD/video
10	Supporting children to play cooperatively and develop sensitivity to the feelings of others.	Small groups research empathy, communication skills and ego-centrism. Groups feedback to whole group.	P3, M3, D3	Case studies Text: see indicative reading; emotional intelligence Effective communication skills

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
11	Policies and national frameworks.	Tutor led discussion on incorporating requirements for best practice and recording observations and routines; the achievements of individual children.	P3, M3, D3	The Early Years Foundation Stage pack (and CD ROM)
12	Self assessment and evaluation of the unit.	Examine all evaluations of activities conducted in the setting and evaluate the learner role in promoting self reliance, self esteem and emotional resilience.		Reflective Learning Diary

Sample assessment activity

Observing the environment for the promotion of children's wellbeing and resilience

Learning outcome: Understand how to provide a supportive and challenging environment.

Tasks

- 1) Make notes on the layout of the work setting to link with a plan of a children's environment. (P1)
- 2) Describe the ways in which the environment helps to provide a supportive and challenging environment. (P1)
- 3) Use examples that you have observed and referring to your reading on self reliance and emotional resilience, explain the importance of this practice. (M1)
- 4) Evaluate three of these work practices in terms of providing a supportive and challenging environment for children. (D1)

Resource list

Textbooks

Bee H – *The Developing Child* (Allyn and Bacon, 2003) ISBN 0205494099

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006)
ISBN 0340925396

Green S – *BTEC National Children's Care, Learning and Development Book 2* (Nelson Thornes, 2007) ISBN 097807488781980

Kamen T – *Children's Care, Learning and Development S/NVQ Level 3* (Hodder Arnold, 2007) ISBN 9780340929391

Linden J – *Understanding Child Development* (Hodder Arnold, 2005) ISBN 0340886692

Meggitt C – *Child Development: An Illustrated Guide* (Heinemann, 2006)
ISBN 0435420488

Peacock S – *BTEC National Children's Care, Learning and Development assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Tassoni P – *S/NVQ Level 3 Children's Care, Learning and Development Candidate Handbook* (Heinemann, 2006) ISBN 9780435499179

Walker M – *Children's Care, Learning and Development NVQ 3 Candidate Handbook* (Nelson Thornes, 2006) ISBN 0748796045

The Early Years Foundation Stage (pack with CD ROM) – available from DFES or downloadable from www.teachernet.gov.uk

Other websites

www.everychildmatters.gov.uk

www.playlink.org.uk

www.sirenfilm.co.uk

www.skillsforcareanddevelopment.org.uk

Journals

Children Now

Nursery World

Parents

Unit 21: Combined Science for the Early Years Practitioner: Life processes and Living Things

NQF Level 3: BTEC National

Guided learning hours: 30

Unit abstract

The aim of this unit is to enable learners to gain understanding of some of the principles of life processes and living things at a level appropriate to the programme.

Learners will initially explore life processes in relation to energy metabolism, including the anatomy and physiology of the three major body systems involved. They will then examine living things in terms of ecosystems, different types of nutrition and the significance of food chains/webs.

This unit will benefit those learners who require knowledge of science at Level 3, such as those intending to progress into teaching or paediatric nursing.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand life processes in relation to energy metabolism in human beings
- 2 Understand living things.

Exemplar programme of learning

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
1	Understand life processes in relation to energy metabolism in human beings. Energy metabolism: anabolism, catabolism, activities involved in supplying energy to the cells of the body – roles of cardiovascular, respiratory and digestive systems.	Research respiration and oxygen uptake. IT interactive videos and making notes.	P1, M1	Paper, markers and materials to present facts IT: www.bbc.co.uk/nature/science
2	Cardiovascular system: heart-structure, cardiac cycle, heart rate, stroke volume, blood pressure, blood vessels-arteries, capillaries, veins, pulmonary and systemic circulation; structure and functions of the blood.	Practical: exercise and taking the pulse before and after and charting results of this plus breathing rates (small groups performing a variety of tasks). Compile graphs and time how long it is before heart rate returns to normal. Use of an anatomical torso with removable parts, question sheets. Interactive videos/DVD/internet.	P2, M1	Space in which to exercise using a variety of equipment, eg skipping ropes Internet Video/DVD Books

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
3	Respiratory system: role of air passages in nose; structure and functions of trachea and lungs-bronchial tree, alveoli; respiratory muscles – intercostal muscles, diaphragm; ventilation, gaseous exchange, diffusion.	Small groups research each aspect of the respiratory system. Presentation as role play with information cards displayed. Devising game for the cardiovascular and respiratory system. Experiment 1: Carbon dioxide is breathed into air (see resources).	P2, M1 P2, M1	Card and materials for presentation Using containers of lime water – exhale through a mouthpiece to demonstrate that the cloudy water is calcium carbonate
4	Digestive system: alimentary canal-oesophagus, stomach, duodenum, ileum, colon, liver, pancreas, salivary glands, role of digestive system (see full list in the indicative content); role of enzymes.	Individual research or in pairs, each aspect of this system and either design a visual flow chart of an item of food or a frieze. Tutor input: the role of enzymes.	P2, M1, D1	Internet Materials for display

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
5	<p>Major products of digestion: peptides and amino acids, sugars, glycerol and fatty acids; roles in the body; storage of excess fats and carbohydrates; deamination of excess proteins and fate of the end products; role of the liver and kidneys.</p>	<p>Experiment 2 (enzymes in saliva) See resources. Label diagram to describe the physiology of this system, using cards. Questions following experiment</p> <ol style="list-style-type: none"> 1) When the blue-black colour disappears, what does this indicate? 2) Name the enzyme in saliva. 3) Why was there no colour change in B. 4) If the saliva had been boiled before being added to A what might the result of the experiment be? Explain. 5) What would have been the result if hydrochloric acid had been added to A at the beginning of the experiment? Explain. 	P2, M1, D1	<p>See resources list: Experiments (scheme of work). Uptake of starch by enzyme. Test tubes, water, flour, iodine. Label 2 test tubes A and B. Pour water to a depth of 2 cm in each. Add a pinch of flour to each. Add a drop of iodine to each, shake well (blue black colour present). Collect some saliva in a beaker and add about 1 cm to test tube A and shake well. Keep the tubes in a warm place. Examine colour in test tube A after a while (the blue colour disappears as starch is taken up by the enzyme in saliva). Post card size cards.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
6	Absorption of food: into blood; into lacteals; role of villi and microvilli.	Learners to draw a three column, three row table: Col.1 = Digestive organ (ie mouth, stomach, small intestine), the three rows Col.2= Enzymes involved Col.3 = The action of enzyme on food	P1, M1, D1	Internet Books Interactive video (www.bbc.co.uk/science)
7	Understand living things. Ecosystems: populations, communities, microhabitats, eg woodland, rock pools, soil, hedgerows.	Practical field work: Quadrat samples to review organisms within a given habitat, eg woodland, freshwater pond or stream, a garden, a rock pool or an area of grassland. Students present findings. Tutor consolidates findings and relates to ecosystems.	D2	Practical field work
8	Nutrition: autotrophic-producers; heterotrophic-saprophytic, parasitic, mutualistic; consumers; herbivorous, carnivorous and omnivorous diets; food chains.	Draw diagrams to explain how animals and plants absorb energy and label. Illustrate an above and below ground pictorial guide to explain each nutrition type.	M2	Internet research Books/images to plan diagrams

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
9	Food chains/webs: producers-photosynthesis; consumers; energy transfer trophic levels, pyearamids of numbers, biomass and energy.	<p>Give examples of the interdependence of plants and animals. Describe the four food chains in a named ecosystem.</p> <p>Draw and label diagrams to show the differences between a food chain and a food web.</p> <p>Do a pyearamid of numbers on one of the chains. Discuss where energy is flowing to and where it is lost.</p> <p>In food web, students discuss effects of removing one of the organisms on the first trophic level on the dynamics of the web especially populations of other organisms.</p>	P3, M2	Materials for the diagrams Books/text for research
10	Recycling of nutrients: carbon cycle; nitrogen cycle; role of decomposers.	<p>Draw a diagram to describe the role of decomposers in the ecosystems.</p> <p>Explain the interrelationships between the four food chains in the chosen ecosystems and consider the potential impact on the ecosystem as a whole of the loss of a key predator.</p>	P4	
11	Planning presentation of the assignment.	Independent research and small group planning to present findings. Document planning for self assessment.	D1 or D2	

Session	Teaching topic	Delivery methods	Linked assessment and/or task eg P1, P2	Resources required
12	Presenting a visual display.	Short small group presentation to class. Peer assessment.		PowerPoint if desired and as many visual props as possible plus materials for experiment or practical for the whole class.

Sample assessment activity

Task 1

Research the role of energy in the body to include energy metabolism; the activities involved in supplying energy to the cells of the body and the roles played by the cardiovascular, respiratory and digestive systems (written work). (P1)

Task 2

Prepare materials for a small group presentation: The role of the body systems in relation to energy metabolism. Think about visual props to help your presentation. Individually complete separate notes on the contribution to the work as a whole and each member has a role to verbally present part of the presentation. (P2), (M1)

Task 3

In order to achieve a distinction you must each use an example to explain how body systems interrelate with each other. (D1)

For a merit or distinction you will also need to add your source of information.

The rest of the group will assess your performance based on knowledge and effective communication of the physiology of the body in relation to energy.

Resource list

- An appropriately qualified tutor
- Library resources with key texts and other reference materials
- Access to laboratory facilities for practical work
- Models of human torso, individual organs such as the heart and systems such as the respiratory system
- DVDs/videos

Indicative reading

Textbooks

Clancy J and McVicar A – *Physiology and anatomy: A Homeostatic Approach* (Hodder Arnold, 2002) ISBN 034076239X

Jones M and Jones G – *AS Biology: Energy and the Environment* (Collins, 2000) ISBN 0003277143

Myers B – *The Natural sciences* (Nelson Thornes, 2004) ISBN 0748785833

Shaw L – *Anatomy and Physiology* (Nelson Thornes, 2004) ISBN 0748785841

Stretch B – *Core Themes in Health and Social Care* (Heinemann, 2007) ISBN 9780435464257

Ward J, Clarke R W and Linden R – *Physiology at a Glance* (Blackwell publishing, 2005) ISBN 1405113286

Journals

Biological Science

New Scientist

Nursing Times

Websites

www.bbc.co.uk/science/humanbody

BBC resource pages on the human body and mind

Unit 31: Introduction to Playwork

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

The principles that underpin playwork practice differ from those that underpin practice in children's care, learning and development and the realisation of this difference is the key to an initial understanding of playwork. Playwork occurs within specific organisations whose sole aim is children's play, however it also occurs in settings that serve other functions. Therefore, central to understanding playwork is the context within which playworkers operate in terms of legislation and organisational policies and guidelines that affect practice.

Playwork theory provides the basis of practice and learners will gain an overview of the key elements of play theory. Learners will develop an understanding of theory based on how it applies to a work context.

This unit will provide an overview of the role of the practitioner. It will provide a foundation for understanding the sector, exploring key aspects such as the legislative framework, the playwork principles and will contextualise playwork within a theoretical and practical framework.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the principles and context of playwork
- 2 Know the legislative and organisational framework in which playwork operates
- 3 Understand the theoretical basis of playwork
- 4 Understand what makes an effective playwork practitioner.

Exemplar programme of learning

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
1	<p>Understand the principles of playwork.</p> <p>How adults can adulterate the play space.</p> <p>The importance of children's ownership.</p>	<p>Small group work, evaluating the part played by adults in various play types and discuss as whole group when play is adulterated and how to avoid this in practice. Learners can refer to each of the principles and values of playwork in presenting feedback.</p>	<p>P1 Assignment 1</p>	<p>Skills Active: Playwork Principles and Values.</p> <p>Copies of Best Play (downloadable from www.ncb.org.uk).</p>
2	<p>Understand the context:</p> <p>The framework of play, leisure, sport, recreation and fitness.</p> <p>Where play happens and who the providers are (after-school clubs, holiday schemes, hospital play, pre-school provision).</p>	<p>Question and answer – whole group discussion:</p> <p>Why do people need leisure time?</p> <p>Why do children like to play?</p> <p>How different is the provision for play by the various organisations?</p> <p>What is quality provision?</p>	<p>P1, M1 Assignment 1</p>	<p>Video/DVD.</p> <p>Visiting speaker.</p> <p>Text on different types of play provision on offer.</p> <p>Internet research.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
3	<p>Know the legislation:</p> <ul style="list-style-type: none"> • Human rights and the UN Convention on the rights of the child and young people • Equality and discrimination • Race Relations • Sexuality; disabilities; gender rights • Every Child Matters (Children Act 2004) • Children Act 1989 • The Care Standards Act 2000 • Safeguarding Children • Health and Safety at Work 	<p>In pairs, learners research an act and feedback to the whole group with the presentation of a clear handout and questions on how these acts impact provision.</p> <p>Whole group discussion of the impact of legislation on playwork.</p>	P3 Assignment 1	Internet and summation of current acts.
4	<p>Know the organisational frameworks:</p> <p>Common policies and procedures, eg health and safety, behaviour, admissions, inclusion, safeguarding children.</p>	<p>In small groups and given a setting, learners devise suitable policies with reference to the principles and values of playwork and 'Best Play'.</p> <p>Small groups feedback, whole group discussion.</p>	P4 Assignment 1	<p>Internet and summation of current acts.</p> <p>Observations of work placements.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
5	<p>Know the organisational frameworks:</p> <p>Management structures, leadership styles, roles and responsibilities, links and relationships to local play policy, partnerships, initiatives and guidance.</p>	<p>Role play:</p> <p>The management of an after-school provision.</p> <p>Learners form two teams, delegating roles, responsibilities, styles and funding management.</p> <p>Plan and feedback – discuss in terms of meeting national agendas for quality play provision and the impact on the children attending.</p>	<p>P4, P6</p> <p>M3</p> <p>Assignment 1</p>	<p>Work experiences and research on managing play provision.</p>
6	<p>The impact of separate, segregated, integrated and inclusive play provision.</p> <p>Diversity issues: children of different cultures, race and language. Gender discrimination, children with physical, sensory and behavioural difficulties.</p>	<p>Tutor input on impact of diversity of settings.</p> <p>Question and answer on what is the impact on children who are segregated or discriminated against?</p> <p>Tutor input on impact of settings on children with physical, sensory and behavioural difficulties.</p> <p>Group discussion – how can settings be inclusive?</p>	<p>M1</p> <p>Assignment 1</p>	<p>Summation of a policy statement on equality and diversity.</p>

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
7	Consultation with children and young people.	In pairs or small groups, devise questionnaires for children and young people to determine their needs and wants for play and leisure facilities. Learners present professionally and distribute to children and young people with permission.	P4, P6, M1, D1 Assignment 1	
8	Understand the theoretical basis of playwork. Play theory: play cues, play frames, the play cycle, play returns, metaludes, psycholudics.	Tutor presentation to introduce the terminology and principles. In small groups, using examples from the play setting, describe how these theories apply.	P5 Assignment 1	'Best Play' www.playwales.org.uk Video/DVD clips
9	Play types: communication, creative, deep, dramatic, exploratory, fantasy, imaginative, locomotor, mastery, object, role, rough and tumble, social, socio-dramatic, symbolic, affective. Play spaces: transient and permanent.	Tutor input on the different play types and definition of play spaces. Planning provision (including the different types of play over a week) for a high quality setting. In small teams and using indoors and out of doors, plan provision for children from a multi-racial background including some with learning difficulties and physical difficulties.	P5, P6, M2, M3 Assignment 1	Work experiences. Formats for play plans.

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
10	Mood descriptors and behavioural modes: recognition of these when children play.	Tutor input on how to conduct observations on children unobtrusively in order to provide the most appropriate play types and spaces (groups and individuals). (This could relate to Unit 3.)	M3, D1 Assignment 1	
11	Understand what makes an effective playwork practitioner. The roles: facilitator, manager/leader/supervisor, experienced adult, respectful listener, source of ideas, friendly companion, role model, impartial referee, gatekeeper, reflective practitioner, in relationships, in communication, promoting inclusive practice, promoting positive approaches to supporting positive behaviour, supporting play, supporting children's development.	Learners list examples of when the various roles are implemented in practice. Group visit to observe different settings. Group discussion of case studies/DVD/video. Visiting speakers, eg rangers, play workers. Learners draw on own work experience and the upkeep of a reflective diary.	D1, D2 Assignment 1	Work experience Video/DVD Internet Speakers Visits
12	Final evaluation of the unit and specific learning.	Learners discuss difficulties encountered in work experience and how to overcome these in the play space.	D1, D2 Assignment 1	

Sample assessment activity

Assignment 1: Using the playwork principles design a high quality provision for play during school holidays.

All assessment criteria are addressed by this assignment brief.

Tasks

- 1) Explain what quality provision of playwork is in different settings by referring to the principles and theories of playwork. Design a plan of a well-organised holiday play scheme to support your explanation. List suitable resources for the play types on offer. (P1, P2, P5, M1, M2)
- 2) Identify good practice in a holiday play scheme by referring to legislation and policies and procedures in these settings. Use examples of your own observations. (P3, P4)
- 3) Describe, explain and evaluate how play theories inform good practice in terms of examining the playworker's role, considering a range of settings and possible constraints on these settings. Conclude by evaluating high quality play provision in a holiday scheme. (P5, M3, D1 and D2)

Resource list

Textbooks

Best Play – downloadable from publications on Children’s Play council web – www.ncb.org.uk/cpc

Hughes B – *A Playworkers Taxonomy of Play Types* – available from publications@playeducation.com

Sutton-Smith – *The Ambiguity of Play* (Harvard University Press, 2001)
ISBN 0674005813

Websites

www.arunet.co.uk/fairplay	A national play organisation.
www.freeplaynetwork.org.uk	Promotes the rights of disabled children – good publications.
www.kidscape.org.uk	Develops training and resources for both children and adults keeping safe from child abuse and bullying.
www.ncb.org.uk/cpc	The children’s play council – a leading national play organisation working hard to promote play and influence government policy. The site has useful information and lists of publications.
www.playeducation.com	Offers training, conferences and resources in playwork. The site includes lists of available transcripts from played Human Development meetings over the years.
www.playlink.org.uk	Promoting and disseminating the values and playwork practice learnt in the free play environment of adventure playgrounds. Has a list of great publications.
www.playwales.org.uk	Promoting and supporting the right to play of all children in Wales.
www.playwork.org.uk	The National Playwork Unit at Skillsactive supports playwork education and training and playworkers in a range of ways. It provides links to interesting websites.

Unit 32: The Playwork Environment

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

The focus of this unit is to maintain a balance between play and risk in the playwork environment. The unit provides understanding of the rights of children and young people in a play setting according to legislation and guidance and how these are taken into account within the workplace.

Learners will develop an understanding of the terms 'hazard' and 'risk' and the relationship with a child's stage of development. The role of the playworker in facilitating physical, emotional and personal safety according to the child's age, needs and abilities, whilst allowing for risk and challenge will be explored.

Learners will consider the impact of legislation and organisational policies and procedures as they relate to a playworker environment. Legislation, organisational policies and procedures and risk will be considered in context when learners develop understanding of how to plan and prepare play spaces.

Learners will also develop an understanding of the role of the playworker in managing the contributory and sometimes conflicting interests of a play setting, as well as an understanding of the playworker's role in emergency situations.

There are links with Unit 31: Introduction to Playwork and Unit 33: Self Directed Play.

Learning outcomes

On completion of this unit a learner should:

- 1 Know the rights of children and young people in a play setting
- 2 Be able to assess risk in the context of playwork
- 3 Know how to help children and young people to identify and manage risk
- 4 Understand the role of the playworker when presented with risks.

Exemplar programme of learning

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
1	<p>Know the rights of children and young people in a play setting:</p> <p>Relevant legislation: UN convention on the rights of the child; The Children Act 1989/2004; The Care Standards Act 2000; Health and Safety at Work Acts: Protection of Children Act 1999: Race Relations, sexuality, disability and gender.</p>	<p>In pairs or small groups, learners research the acts and explore how they impact children and staff in different play provisions.</p> <p>Feedback by presentations and a comprehensive handout for the group with references to websites.</p>	P1 Assignment	<p>See text and websites on the resource page.</p> <p>Large paper or PowerPoint if desired</p>
2	<p>Organisational policies and guidelines: health and safety, behaviour, admissions, inclusions, safeguarding children.</p>	<p>In small groups and with a given play setting, design the policies and procedures.</p> <p>Verbal feedback.</p> <p>Discussion regarding the impact on children, their rights and quality play and leisure.</p>	P2, M1 Assignment	Reference to websites
3	<p>Management structures and management styles, roles and responsibilities; links and relationship to local play policy, partnerships, initiatives and guidance.</p>	<p>Two teams organise themselves to run a holiday play scheme, planning the events, managing funds and roles.</p>	P2, M1	

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
4	The difference between separate, segregated, integrated and inclusive provision and consulting with children.	Tutor guidance on the differences. The teams continue to plan how they will incorporate participation into quality provision. Feedback and discussion.	P2, M1 Assignment	
5	Be able to assess risk in the context of playwork: What is a hazard and what is a risk in terms of playwork. Identification in different environments.	In small groups list possible hazards and risks in terms of the chosen play opportunities, equipment and materials, drawing on their work placements or on case studies. Using a rough floor plan learners, in groups, plot hazards with markers. Group discussion of hazard types.	P3	Pictures of parkland, wooded areas, equipment to analyse in terms of risks and hazards Video/DVD
6	Risk assessment planning: Planned play opportunities and visits. Indoors and out of doors. Recommendations for improvement.	Using an agreed format plan risk assessments to allow for benefits of the experience for children and young people. Use the stages of risk assessing.	P3, M2	Leaflets of possible outings for day visits Case studies Telephone calls to check risks and hazards for different age groups
7	Milestones of development and varying abilities. Understanding capabilities; regard for safety, security and supervision.	Case studies of different ages of children and children of varying abilities using a variety of resources and equipment.	P4, M2	Case studies

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
8	<p>Know how to help children and young people to identify and manage risks.</p> <p>Identify risk: assessing risks in the context of children's play and the relevance to development (all aspects).</p>	<p>In small groups, drawing on case studies, and with a given age range, assess possible risks in terms of physical, emotional, intellectual and behavioural development.</p>	P3, P4	Milestone charts
9	<p>Manage risky play and challenging situations:</p> <p>Raising children's awareness of hazards.</p>	<p>Learners, in small groups, tackle questions for discussion using a variety of scenarios, eg fire and water play, large equipment.</p> <p>‘What do children need to know?’ (in each scenario and at different ages).</p>	P4, P5, M3 Assignment	See resources section

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
10	<p>Understand the role of the playworker when presented with risks:</p> <p>Legislation for the playworker, ie Health and Safety at Work Act; Food Safety Act 1990; Food Safety (General Hygiene) 1995, revised Jan 06 (regulation of temperature controls), Reporting of Injuries, diseases and dangerous occurrences regulations (RIDDOR); Management of Health and Safety At Work (1999); Control of Substances Hazardous to Health (COSHH) 2002; Children Act 2004.</p>	<p>Small group work to research the acts and devise policies to comply with these (given a variety of different settings and ages of children).</p> <p>Tutor feedback and consolidation.</p>	M1	See resources section
11	<p>Developing quality play procedures and policy to ensure unadulterated play and knowledge of when to intervene in play spaces.</p>	<p>Drawing on published procedures, devise an ethos for playworkers to adhere to in order to allow children freedom of choice and ownership of the setting.</p>	D1	<p>Internet</p> <p>See resources section</p>
12	<p>Developing policies in the event of an emergency: accidents, fire, security, illness, missing persons and reporting.</p> <p>Overall evaluation of the unit.</p>	<p>Learners attend a first aid course (if not yet done so for unit 2).</p> <p>In groups, learners devise a policy for missing persons and in the event of fire.</p> <p>Learners work on assignments.</p>	D2	Assignment work

Sample assessment activity

Assignment: Reflecting on quality play provision

Task 1

- 1) Referring to published works outline legislation and guidance relating to the rights of children and young people. (P1)
- 2) Using information gathered in your learning journal from observations of workplace practice; describe how policies and procedures help to promote children and young people's rights. (P2) (M1)
- 3) Describe your own risk assessment in the setting, considering the stages of development and young people. (P3) (M2) (M3)
- 4) Using feedback from the children and young people and personal observations, evaluate your risk assessments in terms of providing balances between risk, challenges and appropriate interventions. (D2)

Resource list

- Visits to play settings
- Guest speakers
- Library and internet resources with key texts and other reference materials
- Case studies

Indicative reading

Textbooks

Best Play – downloadable from publications on Children’s Play Council website:
www.ncb.org.uk/cpc

Brown F – *Playwork: Theory and Practice* (Open University Press, 2002)
ISBN 0335209440

First Claim – *A framework for quality playwork assessment* – available from Play Wales, Baltic House, Mount Stuart Square, Cardiff Bay, Cardiff CF10 5FH,
telephone: 0292 048 6050

First Claim – *Desirable Processes* – available from Play Wales as above

Hughes B – *A Playworkers Taxonomy of Play types* – available from
publications@playededucation.com

Hughes B – *Play Environments – A Question of Quality* available from
publications@playededucation.com

Websites

www.arunet.co.uk/fairplay	A national play organisation.
www.ncb.org.uk/cpc	The children's play council – a leading national play organisation working hard to promote play and influence government policy. The site has useful information and lists of publications.
www.playeducation.com	Offers training – conferences and resources in playwork. The site includes lists of available transcripts from played Human Development meetings over the years.
www.playlink.org.uk	Promoting and disseminating the values and playwork practice learnt in the free play environment of adventure playgrounds. Has a list of great publications.
www.playwales.org.uk	Promoting and supporting the right to play of all children in Wales.
www.playwork.org.uk	The National Playwork Unit at Skillsactive supports playwork education and training and playworkers in a range of ways. It provides links to interesting websites.

Unit 33: Self Directed Play

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

This unit is about the need of children and young people to play, focusing on the concept of self directed play and the ways in which children play according to their stage of development. Learners will draw on some of the theory underpinning the concept of self directed play that they will have considered in Unit 31: Introduction to Playwork.

The unit requires learners to research the play needs of children and young people and to then be able to devise strategies to support these needs. These positive strategies include the necessity of involving children in the development of their environment.

This unit will encompass child development, the short and long term benefits of play, planning and preparing play spaces, behavioural models, play types, consultation, observation, planning and practice and will focus on using professional playwork language.

In championing self directed play the unit will support learners in understanding how to enable children to manage risks for themselves.

There are links with Unit 31: Introduction to Playwork and Unit 32: The Playwork Environment.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand children's and young people's play needs and preferences
- 2 Understand how to support self directed play
- 3 Be able to plan and prepare play spaces to facilitate self directed play
- 4 Know how to develop and promote positive relationships with children, young people and adults.

Exemplar programme of learning

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
1	Understand children's and young people's play needs and preferences. Playwork theory and practice: behavioural modes, mode descriptors, play types; children's and young people's play needs, a range of play spaces and resources.	Small groups research theories and feedback to whole class with examples of mode descriptors, play types and cues in practice. Learners discuss reflective accounts of own play settings.	P1	Handouts of text relating to various theories. Compile reflections on whiteboard. Use 'Best Play' publication for list of play types.
2	Planning play spaces.	In small groups, question: Why do children need space? Learners formulate ideas in small groups for the planning of space, equipment and resources. Feedback to whole group.	P1, M1, D1	As above. In addition use other text or websites as listed. Large paper. Video/DVD.
3	Stages of children's development (from 4-16). How development affects play needs and behaviours.	In pairs/small groups design play chart with suitable resources alongside the ages.	P1, M1	

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
4	Investigating play through observations: how to observe play and note barriers.	Tutor input on the best structure to use to observe children and young people. Learners watch video footage and evaluate play cues, cycles, adulterated play frames and interventions. Learners discuss what the barriers are and how play is adulterated.	P2 and preferences	Video/DVD. Question sheets.
5	Understand how to support self directed play. Empowering children and young people. The role of the playworker in facilitating this.	Learners reflect back to development stages and discuss (first in pairs) how children of varying ages gain confidence and empowerment. Whole group discussion – salient points summarised on board.	P3	Milestones charts and own charts from earlier session. Case studies (can be devised from learners and distributed).
6	Understanding short- and long-term benefits of play.	Whole group discussion, noting benefits in a two column table.	P3, M1	Guided questions for discussion. IT research.

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
7	Learning outcome 4: Positive relationships; valuing and respecting children and young people.	Learners, in small groups, discuss policy documents and their impact on positive relationships, eg Every Child Matters and the core competences. Feed back to whole group and group discussion on case studies of situations without values and respect.	P3, M1	Extracting text that relates to benefits from the internet.
8	The playworker role in promoting positive relationships, negotiation, interaction with others.	Questions: What should an induction programme for playworkers include? Discuss 1) appropriate resources and spaces 2) the involvement of children and young people 3) the development of positive working relationships.	P4: Describe own planning and preparation of a play space that facilitates self directed play. D2: Evaluate the planned and prepared play space in terms of appropriate resources and spaces, the involvement of children and young people and the development of positive working relationships.	PowerPoint presentation or large sheets of flip paper.
9	Planning and preparing play spaces to facilitate self-directed play. Plans based on observations and research.	Using observations from real work practice, link observations to research.	M1, M2, D1	Actual observations and research/websites/books.

Session	Teaching topic	Delivery methods	Linked assessment and/or task, eg P1, P2	Resources required
10	Organisational policies and procedures.	In pairs or small groups research the policies and procedures needed for effective playwork. Feed back to rest of group.	M2, D1	Examples of policies and workplace procedures from the setting and using www.skillsactive.com
11	Know how to develop and promote positive relationships with children, young people and adults. Referring back to previous sessions to plan a high quality play space for six weeks of the summer holiday for children and young people aged 4-16.	Assignment task: Leaflet on a high quality holiday scheme Planning information and publication leaflet for parents and the community.	M2, D2 Assignment P1, M1, D1	Materials, computers etc required for the preparation.
12	Presentation of the assignment.	In small groups with a time limited presentation.		Learners' own choice of display/presentation materials and possibly own short videos. Projection equipment.

Sample assessment activity

Assignment task

Planning information and advertising leaflet for parents, schools and the community to promote high quality play provision for the summer holiday

- 1) Describe the theory and practice that supports self-directed play. (P1)
- 2) Using the context of planning high quality provision for play over a six week period compile a joint leaflet (in groups of three) to explain how research can be used to enhance understanding of children's and young people's play needs. (M1)
- 3) For the purpose of a presentation, extract and evaluate how research informs the preparation of play spaces. You may use IT for your leaflet and must include how you have involved children and young people in your planning. The presentation should last approximately 15 minutes. (M1) (D1)

Resource list

- An appropriately qualified tutor
- Visits to play settings
- Guest speakers
- Library resources with key texts and other reference materials

Indicative reading for learners

Textbooks

Best Play – downloadable from publications on Children’s Play Council website:
www.ncb.org.uk/cpc

Brown F – *Playwork: Theory and Practice* (Open university press, 2002)
ISBN 0335209440

First Claim – *A framework for quality playwork assessment* – available from Play Wales, Baltic House, Mount Square, Cardiff Bay, Cardiff CF10 5FH,
telephone: 0292 048 6050

First Claim – *Desirable Processes* – available as above

Hughes B – *A Playworker’s taxonomy of Play Types* – available via
publications@playeducation.com

Hughes B – *Evolutionary Playwork and Reflective Analytical Practice* (Routledge, 2001) ISBN 0415251664

October 2008

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