

H5LG 04 (SCDCCLD 0303) — Promote the Development of Children and Young People

Overview

This standard identifies the requirements when promoting the holistic development of children and young people; including their physical, emotional, social, linguistic, communication and cognitive development. You are required to observe and assess the developmental needs of children and young people in all aspects of their development, including physical, emotional, social, and linguistic and communication. You are required to reflect your observation and assessment findings and identify how they will impact on your practice. You will then be expected to work with children and young people and others to plan, implement and evaluate activities and experiences to promote their development.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

NOTE: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Abilities. This is what the baby, child or young person is able to achieve or accomplish. This may or may not be in line with developmental norms for babies, children or young people of the same or a similar age.

Activities and experiences refers to play, learning and leisure activities that meet the preferences, needs and abilities of the child or young person with whom you work, such as playdough, skipping, football, reading and storytelling, ICT activities, arts and craft.

Children or young people are the children and/or young people you support and care for in your work.

Child centred approaches are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support.

Formative assessment is an initial and on-going assessment.

Others are your colleagues and other professionals whose work contributes to the child or young person's wellbeing and who enable you to carry out your role.

Parents are those who have the legally acknowledged responsibilities for the continuous care, wellbeing and decision-making relating to the children or young people in question.

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

Summative assessment is an assessment that summarises findings.

The work setting may be in someone's home, within an organisation's premises, in the premises of another organisation, out in the community.

Scope/range related to Knowledge and Understanding

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Factors that may affect the health, wellbeing and development may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse.

Developmental changes can include milestones such as learning to crawl, walk, toilet training, going through puberty and the initial stages of adulthood.

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 21 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Observe the holistic development of children and young people

	Performance Criteria	Evidence Number where this criteria has been met
1	Identify the reasons for observing and assessing development.	
2	Select appropriate techniques of observation and types of recording format.	
3	Obtain necessary permissions to observe the child or young person from the child or young person and parents and carers where appropriate.	
4	Discuss the observation with the child or young person to be observed and respond appropriately to their views, according to their preferences, needs and abilities .	
5	Minimise distractions during the observation and observe the child or young person without intruding or causing unnecessary stress.	
6	Observe the child or young person using appropriate techniques.	
7	Maintain confidentiality, according to work setting requirements and policies and procedures .	

Assess the development of children and young people

	Performance Criteria	Evidence Number where this criteria has been met
8	Undertake formative and summative assessments of the child or young person making sure they are based on observational findings and information from the child or young person, others , and parents and carers where appropriate.	
9	Record your assessments, maintaining confidentiality as appropriate to work setting requirements and policies and procedures.	
10	Share your findings with the child or young person, others and parents and carers as appropriate.	
11	In keeping with parental permission and work setting requirements, refer concerns about the child or young person to relevant external agencies when required.	
12	Reflect upon your assessment of child or young person's development and work with them to identify implications for future planning and practice.	

Plan provision to promote the learning and development of children and young people

13	Work with the child or young person to carry out child and young person centred planning, based on your assessment of the child or young person's developmental progress and your reflection on practice.	
14	Work with the child or young person to review and update their personal learning and development plan.	
15	Ensure the personal learning and development plan meets the preferences, needs and abilities of the individual child or young person.	

Implement and evaluate plans to promote learning and development

	Performance Criteria	Evidence Number where this criteria has been met
16	Work with the child or young person to implement their personal learning and development plan, taking into account their preferences, needs and abilities.	
17	Provide access to activities and experiences which meet the preferences, needs and abilities of the child or young person as identified in their personal learning and development plan.	
18	Promote the development of the child or young person by getting involved, where appropriate, in activities and experiences designed to meet the developmental needs of the child or young person, taking into account their preferences, needs and abilities.	

Evaluate plans to promote learning and development

19	Work with the child or young person to evaluate the effectiveness of their personal learning and development plan in promoting their development.	
20	Evaluate the implementation of the personal learning and development plan with the child or young person.	
21	Reflect on and record how well your practice has impacted on positive developmental outcomes for the child or young person, according to work setting requirements and policies and procedures.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 72 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that key people, children and young people have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	How your own background, experiences and beliefs may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	Children and young people's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

Theory for practice

21	The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support.	
22	Factors that promote positive health and wellbeing of children and young people.	
23	Theories underpinning our understanding of child development and learning, and factors that affect it.	
24	Theories about attachment and impact on children and young people.	

Communication

25	The importance of effective communication in the work setting.	
26	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
27	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

Personal and professional development

28	Principles of reflective practice and why it is important.	
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Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
29	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
30	Practices for the prevention and control of infection.	

Safeguarding

31	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
32	Indicators of potential or actual harm or abuse.	
33	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
34	What to do if you have reported concerns but no action is taken to address them.	

Handling information

35	Legal requirements, policies and procedures for the security and confidentiality of information.	
36	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
37	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
38	The transitions that children and young people may go through.	
39	Pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development.	
40	A detailed understanding of the expected pattern of children and young people's development, from conception to 21 years of age including physical, emotional, social, cognitive, linguistic and communication development.	
41	How to provide a warm, safe, secure and encouraging environment for children or young people in partnership with families.	
42	How to adapt your practice and the environment ensure that all the children in your care, including those with additional support needs can take part equally.	
43	How to develop a consistent, caring and nurturing relationships with the children or young people you work with.	
44	How to support the children or young people you work with to cope with their feelings whilst positively encouraging emotional wellbeing, confidence and resilience.	
45	How to promote independence in children or young people whilst supporting them to make choices, face challenges and take risks, according to their individual preferences, needs and abilities.	
46	How to provide an environment that is safe for the children or young people you work with and that meets their individual preferences and needs.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
47	How to encourage children or young people to make choices, express individual preferences and be aware of how their actions affect others.	
48	How to be realistic, positive, consistent and supportive in your responses to the behaviour of the children or young people you work with according to the procedures and agreed ways of working.	
49	How to give meaningful praise and encouragement according to the preferences and needs of the young people you work with.	
50	How to support emotional wellbeing, confidence and resilience according to the preferences and needs of the young people you work with.	
51	Your setting's procedures for observing, assessing and recording and how these link to curriculum frameworks followed in your home country.	
52	How to encourage and support children or young people's creativity.	
53	How to use every day routines and developmentally appropriate activities, materials and first-hand experiences to support the learning and cognitive development of children or young people.	
54	How to identify and support children or young people's literacy skills such as mark making, reading and writing.	
55	How to identify and support children or young people's numeracy skills such as counting and using mathematical language.	
56	How to make sure children or young people have access to quiet periods and times to rest.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
57	How to support the communication skills of children or young people, including verbal and non-verbal methods; such as using baby sign, email, and other forms of ICT.	
58	How to adapt strategies for children or young people where English or Welsh is not the home language or where there are communication difficulties.	
59	How to support children or young people's communication in bilingual or multilingual settings.	
60	How to meet the physical needs of children or young people including nutrition and healthy eating.	
61	How to encourage the physical development of children or young people including the development of gross and fine motor skills, through the use of appropriate activities and equipment, according to individual preferences and needs.	
62	How to provide a safe environment that encourages the children or young people's physical skills and confidence in movement to develop.	
63	How to answer children or young people's questions with sensitivity whilst encouraging independence in a supportive way.	
64	how to encourage children or young people to have healthy lifestyles, such as healthy eating and exercise, in accordance with national guidelines.	
65	How to talk honestly and raise awareness of issues in line with children's questions and concerns in accordance with the procedures and agreed ways of working of your work setting.	
66	How to encourage children or young people to make informed choices about matters that affect them.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
67	How to assess the importance of information.	
68	How to provide an encouraging and safe environment that recognises the significant developmental changes of children or young people.	
69	How to recognise children or young people's individual preferences and needs as they go through developmental changes in their life.	
70	How to provide information for children or young people, when requested, about things that concern them.	
71	How to support children and young people through transitions in their lives, such as starting day care or school, moving into residential child care, the death of a loved one and divorce.	
72	The importance of promoting active participation of the child and young person in the planning cycle.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	