

Higher National Unit Specification

General information for centres

Unit title: Working With Children 0-3 Years

Unit code: DF59 34

Unit purpose: This Unit is designed to enable candidates to gain an understanding of the implications of working with very young children and the knowledge and skills required to promote the development and learning of this age group, including those for whom additional support is required. The Unit is intended for candidates who are in a work placement or are employed in the early education and childcare sector. Candidates who are undertaking an HNC in Early Education and Childcare will have the opportunity to relate theory to practice.

On completion of the Unit the candidate should be able to:

- ◆ Explain theories of the importance of developing nurturing relationships between young children and significant adults
- ◆ Analyse and evaluate different approaches to responsive play
- ◆ Plan, implement and evaluate opportunities for the development of nurturing relationships
- ◆ Plan, implement and evaluate activities to promote all aspects of young children's development and learning

Credit value: 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: It is recommended that candidates should have, or be able to demonstrate, a thorough understanding of the development and behaviour of the very young child. This may be evidenced by significant experience working with children under 3 years. Evidence could also be through achievement of current NQ Units or equivalent, which assess knowledge and understanding of young children and/or babies, or SVQ level 2 Early Years Care and Education.

Core skills: There is no automatic certification of Core Skills or a Core Skill component in this Unit. However there may be opportunities to develop the Core Skills of Communication, Working with Others, Information Technology and Problem Solving to levels required by occupations in early education and childcare or progression pathways supported by the HNC Early Education and Childcare.

General information for centres (cont)

Context for delivery: If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. This Unit is included in the framework for the HNC Early Education and Childcare. The age range for this Unit is 0-3 years. It forms one of the optional Units. It could also be undertaken as continuing professional development for practitioners wishing to update or develop their skills.

Assessment: It is possible to integrate assessment of this Unit with the portfolio assessment for Working in an Early Education and Childcare Setting and Working with Children 3-5 Years. This approach to assessment is recommended.

This Unit will be holistically assessed by a single instrument of assessment. This will take the form of a reflective account of a programme of activities in a childcare setting based on all Outcomes and be assessed within the subject area of the group award to which it contributes.

Higher National Unit specification: statement of standards

Unit title: Working With Children 0-3 Years

Unit code: DF59 34

The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain theories of the importance of developing nurturing relationships between young children and significant adults.

Knowledge and/or skills

Candidates should be able to

- ◆ Investigate theoretical approaches to attachment, bonding, separation
- ◆ Explain the growth and development of young children and how this can be affected by the social, emotional and physical environment.
- ◆ Recognise the importance of key workers, their roles and responsibilities
- ◆ Analyse the development of trust
- ◆ Analyse the development of self-confidence
- ◆ Analyse the development of identity
- ◆ Evaluate a responsive environment – physical contact/non contact, observing/responding
- ◆ Demonstrate listening skills
- ◆ Demonstrate active listening leading to engagement

Outcome 2

Explore and evaluate different approaches to responsive play.

Knowledge and/or skills

Candidates should be able to:

- ◆ Demonstrate non-intrusiveness
- ◆ Demonstrate non-threatening interaction
- ◆ Demonstrate sensitivity and dignity
- ◆ Analyse and evaluate easy accessibility
- ◆ Analyse and evaluate stimulation (not overkill)
- ◆ Recognise opportunity for exploration, experiment, investigation through a range of sensory experiences
- ◆ Analyse and evaluate risk assessment
- ◆ Recognise opportunities for solitary/onlooking/parallel play
- ◆ Access resources to minimise barriers
- ◆ Recognise the importance of routine (sibling time)

Higher National Unit specification: statement of standards (cont)

Unit title: Working With Children 0-3 Years

Outcome 3

Plan, implement and evaluate opportunities for the development of nurturing relationships.

Knowledge and/or skills

Candidates should be able to

- ◆ Recognise and demonstrate appropriate physical contact
- ◆ Analyse and evaluate equal opportunities
- ◆ Recognise and support the development of individual personalities
- ◆ Demonstrate the affirmation of cultural practices/background
- ◆ Investigate the provision of appropriate environments
- ◆ Demonstrate warmth and responsiveness, comfort and reassurance
- ◆ Analyse and evaluate sharing information with others
- ◆ Demonstrate observation skills
- ◆ Recognise the importance of a sense of belonging and self-worth
- ◆ Demonstrate unconditional regard

Outcome 4

Plan, implement and evaluate experiences to promote all aspects of young children's development and learning.

Knowledge and Skills:

Candidates should be able to

- ◆ Demonstrate awareness of individual children's physical and safety needs: diet, exercise, sleep, care and feeding
- ◆ Understand reasons for observing children's performance and behaviour on specific tasks and activities in comparison to that which is contrived for the purposes of assessment
- ◆ Recognise how and why children's behaviour and performance may vary across assessment situations
- ◆ Understand cultural, social and gender based influences on children's spontaneous and natural performance
- ◆ Explain why repeated observations are necessary and relate observed and assessed behaviour to accepted behaviour norms
- ◆ Analyse a child-centred approach
- ◆ Analyse a holistic approach to the promotion of young children's development and learning
- ◆ Recognise appropriate activities to promote all aspects of young children's development and learning
- ◆ Evaluate planned and implemented activities with children

Higher National Unit specification: statement of standards (cont)

Unit title: Working With Children 0-3 Years

Evidence requirements for the Unit

To achieve this Unit each candidate will need evidence to demonstrate his/her knowledge and/or skills for Outcomes 1, 2, 3 and 4. The Unit will be holistically assessed in the form of a reflective account on a programme of experiences to promote all aspects of young children's development and learning planned, implemented and evaluated in an early education and/or childcare setting. The planned experiences should include the development of nurturing relationships. Each candidate must provide evidence that she/he can:

- ◆ Investigate theories of bonding, attachment and separation
- ◆ Analyse appropriate nurturing relationships
- ◆ Evaluate responsive environments
- ◆ Identify significant adults
- ◆ Demonstrate appropriate approaches to responsive play
- ◆ Recognise appropriate opportunities for developing nurturing relationships with individual children
- ◆ Demonstrate ongoing observation skills in early education and childcare settings
- ◆ Observe and assess the developmental needs of at least two children in the 0-3 years age range
- ◆ Plan and implement appropriate activities to promote children's all-round development and learning
- ◆ Evaluate nurturing and stimulating interaction with young children

The reflective account will not be completed under supervision

Assessment guidelines for the Unit

This Unit will be assessed holistically by one instrument of assessment covering all Outcomes. The task set should be relevant to the promotion of young children's development and learning and to the provision of a stimulating and nurturing environment. Typically this will consist of the candidate being set a task in the form of a reflective account on the planning, implementation and evaluation of a programme of planned experiences in an early education or childcare setting. The planned experiences should meet the individual development and learning needs of the children identified as a result of observation and assessment. The programme should aim to cover several weeks, minimum 8 weeks, and include all aspects of children's learning and development.

The reflective account should contain the following:

- ◆ Demonstration of knowledge and understanding of the developmental progress of young children
- ◆ Analysis and evaluation of effective communication skills with young children
- ◆ Recording observations and assessment of young children
- ◆ Analysis of observations and assessments of young children
- ◆ Analysis of a child-centred approach
- ◆ Recognition of individual children's developmental and learning needs
- ◆ Demonstration of effective planning skills

Higher National Unit specification: statement of standards (cont)

Unit title: Working With Children 0-3 Years

- ◆ Planning of appropriate programmes of experiences
- ◆ Evaluation of planned and implemented experiences as a reflective practitioner

Administrative Information

Unit code:	DF59 34
Unit title:	Working With Children 0-3 Years
Superclass category:	PN
Date of publication:	April 2004
Version:	01
Source:	SQA

© Scottish Qualifications Authority 2004

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. The cost for each Unit specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

Higher National Unit specification: support notes

Unit title: Working With Children 0-3 Years

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

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

Guidance on the content and context for this Unit

This Unit is included in the framework of the HNC Early Education and Childcare. It is recommended that it should be delivered and assessed within the subject area of the group award to which it contributes.

This Unit is intended to introduce the candidate to the promotion of the development and learning of children aged birth to 3 years and to the importance of a nurturing, stimulating environment.

Outcome 1

Candidates should be able to demonstrate awareness of factors influencing the development of nurturing relationships with young children;

- ◆ Theories of bonding, attachment and separation – Bowlby, Ainsworth, Rutter, Schaffer
- ◆ Engaging with: sensitivity; appropriate physical contact; active listening – scaffolding; at child's level - physically, intellectually; no mixed messages; verbal, non-verbal; interaction; child led
- ◆ Building trust and self-confidence
- ◆ Keeping safe
- ◆ A sense of belonging
- ◆ Key workers and their relationships with parents/carers

Outcome 2

Different approaches to responsive play include:

- ◆ Interaction/being together:
 - child - child
 - child - adult
 - child - environment
- ◆ Interactive activities - planned play opportunities to encourage interaction
- ◆ How day is structured
- ◆ Set up to provide for stages of play - re appropriate interaction:
 - Solitary play - role play
 - Parallel
 - On-looking
 - Co-operative
- ◆ Opportunities for types of play: discovery – making connections; creative; imaginative; exploratory – curiosity; experiential

Higher National Unit specification: support notes (cont)

Unit title: Working With Children 0-3 Years

- ◆ Participation: non-threatening; relevant; relaxed; non-intrusive – observation of a child's skills and abilities; at child's level – physically, intellectually: environment link to materials, resources, space
- ◆ Demonstration - active participation resulting in observation and knowledge of a child
- ◆ Progression of play
- ◆ Empowering – finding a voice
- ◆ Initiating child-led activities and learning
- ◆ Continuity of learning
- ◆ Appropriate resources and set-up of playroom - indoors/outdoors.

Outcomes 3 and 4

Report material, presentation and skills:

- ◆ Portfolio
- ◆ Talk/presentation
- ◆ Posters/display - photographic evidence/video
- ◆ Home/setting "all about my developmental progress" diary
- ◆ Evaluation methods - reflective account, photographs.

Planning:

- ◆ Health and hygiene issues in relation to toileting babies and young children/toilet training
- ◆ Health and hygiene issues in relation to feeding babies and young children
- ◆ Nutritional needs of 0-3 age group
- ◆ Observation and assessment methods and records: repeated observations; pre-coded categories; structured descriptions; free descriptions
- ◆ For development and learning;
- ◆ For safe and enriching play environments;
- ◆ Considering current theories
- ◆ Partnership with parents

Implementation:

- ◆ Interaction with young children while meeting physical and safety needs
- ◆ Providing safe, stimulating and nurturing play and learning environments
- ◆ Confidentiality;
- ◆ Meeting individual needs;
- ◆ Communication – listening skills; giving feedback; answering questions; meeting children's communication needs;
- ◆ Promoting respect for self and others

Evaluation:

- ◆ For monitoring progress;
- ◆ For meeting individual developmental and play needs;
- ◆ Of adult role

Adults can enhance play opportunities by sensitively interacting with very young children and by establishing stimulating, nurturing play environments.

Higher National Unit specification: support notes (cont)

Useful Resources/Addresses/Reference

- Abbott, L. & Moylett, H (1997) Working with Under-3s: Responding to Children's Needs. Open University Press
- Abbott, L. & Moylett, H (1997) Working with Under-3s: Training & Professional Development. Open University Press
- Birth to Three Matters: A framework to support children in their earliest years. Sure Start. (2002). Dfes.
- Bredenkamp, S. (1997) (revised edition) Developmentally Appropriate Practice in Early Childhood Programmes. Washington NAEYC
- Bruce, T. (2001) Learning Through Play: Babies, Toddlers and the Foundation Years .Hodder & Stoughton
- Bruce, T. & Meggit, C (2002) Childcare and Education. (3rd Edition). Hodder & Stoughton
- Edwards, A. (2002) Relationships and Learning: Caring for Children from Birth to Three. National Children's Bureau/Peers Early Education Partnership
- Goldschmied, E. & Selleck, D. (1996) Communication between babies in their first year National Children's Bureau
- Learning and Teaching Scotland. . (2003). Care and Learning for Children birth to three. Scottish Executive
- Lindon, J. (2000) Helping Babies and Toddlers Learn – A Guide to Good Practice with Under Threes. National Early Years Network
- Lindon, J (1998) Child Protection in Practice. Hodder & Stoughton
- Manning-Morton, J. & Thorp, M. (2001) Key Times – A Framework for Developing High Quality Provision for Children Under Three Years Old. Camden Under Threes Development Group & The University of North London
- Post, J. & Hohmann, M. (2000) Tender Care and Early Learning, Supporting Families and Toddlers in Childcare Settings. High Scope Press
- Pugh, G (ed) (2001) Contemporary Issues in the Early Years (3rd Edition). Paul Chapman Publishing
- South Lanarkshire Council.(1999). Learning for Living An Early Years Curriculum 0-5 in South Lanarkshire Council
Nursery World
www.ncb.org.uk
www.ltscotland.org.uk
www.scotland.gov.uk

Guidance on the delivery and assessment of this Unit

As specified in support notes. It is suggested this Unit be delivered concurrent with the Unit Working in an Early Education and Childcare Setting and whenever possible this Unit should have the practical application of knowledge and skills as its focus.

Candidates require sufficient placement time in order to achieve the Unit Outcomes.

This Unit is likely to form part of a group award which is primarily designed to provide candidates with professional knowledge and skills related to working with very young children.

Higher National Unit specification: support notes (cont)

Unit title: Working With Children 0-3 Years

Assessment will be by one instrument of assessment which will be undertaken close to the end of the delivery period for the Unit.

Open learning

This Unit may be suitable for open learning but candidates would need to be aware of the need to have placement experience in undertaking the Unit.

For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning (SQA, 2000)*

Special needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements (SQA, 2001)*.

General information for candidates

Unit title: Working With Children 0-3 Years

This Unit is designed to enable you to gain an understanding of the implications of working with very young children and to gain the knowledge and skills required to promote the development and learning of this age group. The Unit is intended to enable you to develop the knowledge and skills to promote the development of children aged 0-3 years through the provision of quality play opportunities in a stimulating and nurturing environment. You should be in a work placement or employed in the early education and childcare sector. If you are undertaking an HNC in Early Education and Childcare you will have the opportunity to relate theory to practice.

The Unit is about the work of a worker in early education and childcare. It has two main areas. You will look at theories involved in working with young children in the birth to 3 years age range. You will then use observational and assessment skills to identify the individual development and learning needs of at least two young children in your care. Based on the needs identified you will plan, implement and evaluate programmes of experiences to meet the identified needs.

In order to complete this Unit successfully, you will be required to achieve a satisfactory level of performance on one piece of assessed work, which will be a reflective account of your planned programme of experiences.