



Higher National Unit specification: general information

Unit title: Fundamentals of Supporting Children and Young People's Health, Wellbeing and Development: Theory

Unit code: FF6T 34

Superclass: PB

Publication date: August 2010

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This Unit is designed to enable candidates to gain an understanding of the factors that affect children's health and wellbeing and develop strategies to support the health and wellbeing of children and young people, including those for whom additional support is required. Controversial issues surrounding the implementation of preventative measures and current initiatives to promote health and wellbeing will also be examined. Candidates will also be able to research and gain a theoretical understanding of the development of children and young people and relate theory to a practical context.

The Unit is intended for candidates who are in a workplace or placement working with children and young people.

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

- 1 Investigate factors affecting continuity of care in the promotion of child health.
- 2 Explain the role of preventative and protective measures in the promotion of children's general wellbeing, health nutrition and safety.
- 3 Analyse and evaluate current initiatives which support children's health.
- 4 Plan, implement and evaluate an activity to raise awareness of children's health.
- 5 Analyse and apply theories/approaches relating to children and young people's development.

Recommended prior knowledge and skills

It is recommended that candidates should be able to demonstrate, a thorough understanding of child health, and the developmental needs of children and young people. This may be evidenced by significant experience of working with children in a healthcare, social care or childhood practice setting.

General information (cont)

Credit points and level

3 Higher National Unit credit(s) at SCQF level 7: (24 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.*

Core Skills

'There are no opportunities to develop Core Skills in this Unit.'

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. The Unit is included in the framework for the PDA Children and Young People's Health and Wellbeing as a mandatory Unit. It could also be undertaken as continuing professional development for practitioners wishing to update or develop their skills.

Assessment

It is recommended that the evidence for the assessment of this Unit could best be generated by using a case study(ies) for Outcomes 1, 3 and 4 and presentations for Outcomes 2 and 5.

Higher National Unit specification: statement of standards

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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

Investigate factors affecting continuity of care in the promotion of child health and wellbeing.

Knowledge and/or Skills

- ◆ Communication methods used in the promotion of child health and wellbeing
- ◆ Social influences on health and wellbeing
- ◆ Family influences on child health and wellbeing including cultural and social attitudes and practices
- ◆ Socio-economic and environmental factors and how they impact upon child health and wellbeing initiatives
- ◆ Local and national policies and procedures specific to children's health and wellbeing
- ◆ Roles of significant adults
- ◆ Health promotion models in relation to the health and wellbeing of children and young people

Evidence Requirements

- ◆ Identify effective communication skills with children and adults
- ◆ Identify and evaluate an appropriate health promotion model in relation to a specific age group
- ◆ Identify a current relevant initiative that impacts on children's health and wellbeing in a specific age group
- ◆ Investigate how social influences on children's health and wellbeing
- ◆ Investigate how socio-economic and environmental factors impact upon child health and wellbeing initiatives
- ◆ Demonstrate an understanding of policy and procedure during the implementation of a current health and wellbeing initiative in a specific age group
- ◆ Identify the roles of significant adults and family influences that impact on child health and wellbeing including cultural and social attitudes and practices

Assessment Guidelines

See assessment guidelines following outcome 4.

Higher National Unit specification: statement of standards (cont)

Unit title: Fundamentals of Supporting Children and Young People's Health, Wellbeing and Development: Theory

Outcome 2

Explain the role of preventative and protective measures in the promotion of children's general wellbeing, health, nutrition and safety

Knowledge and/or Skills

- ◆ Immunisation programmes for children and young people
- ◆ Local and national policies and procedures relating to nutrition, prevention of infection, health and safety
- ◆ Common allergies

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Explain the aims of a particular immunisation programme and identify any controversial issues involved
- ◆ Explain a local or national policy or procedure relating to nutrition, prevention of infection or health and safety
- ◆ Provide in-depth knowledge of a specific allergy and its implications for those working with children and young people

Assessment Guidelines

It is recommended that candidates demonstrate an understanding of the role of preventative and protective measures in the promotion of children's general wellbeing, health, nutrition and safety by means of a presentation which should be linked to their area of professional practice.

Higher National Unit specification: statement of standards (cont)

Unit title: Fundamentals of Supporting Children and Young People's Health, Wellbeing and Development: Theory

Outcome 3

Investigate current initiatives which support children's health and wellbeing

Knowledge and/or Skills

- ◆ Current initiatives
- ◆ Implementation strategies for current initiatives
- ◆ Influences of current initiatives on the health and wellbeing of children
- ◆ Controversial issues surrounding current initiatives

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Investigate a current relevant initiative that impacts on children's health and well being in a specific age group
- ◆ Explain the influence of a current initiative on the health and wellbeing of children
- ◆ Reflect and express informed objective opinions on the implementation of selected current initiative

Assessment Guidelines

See assessment guidelines following outcome 4.

Higher National Unit specification: statement of standards (cont)

Unit title: Fundamentals of Supporting Children and Young People's Health, Wellbeing and Development: Theory

Outcome 4

Plan, implement and evaluate an activity to raise awareness of children's health and wellbeing.

Knowledge and or skills

- ◆ The need for health awareness appropriate to a specific age group
- ◆ Importance of participation and co-operation of significant adults
- ◆ Objectives relevant to the programme of activities
- ◆ Importance of consultation and collaboration with team members, other professionals, families and carers
- ◆ Effectiveness of the programme in terms of raising health awareness in a specific age group

Evidence requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Identify the need for health awareness appropriate to a specific age group
- ◆ Plan and implement an appropriate programme of activities identifying relevant objectives
- ◆ Identify the importance of consultation and collaboration with team members, other professionals, families and carers
- ◆ Evaluate the effectiveness of the programme in terms of raising health awareness in a specific age group

Assessment Guidelines

It is recommended that Outcomes 1, 3 and 4 are assessed holistically. Candidates could be asked to produce an oral or written report demonstrating the promotion of a Children's Health and Wellbeing initiative and an implementation plan. The report should be approximately 2,000 words to enable candidates to provide the evidence requirements for each of the three Outcomes.

Higher National Unit specification: statement of standards (cont)

Unit title: Fundamentals of Supporting Children and Young People's Health, Wellbeing and Development: Theory

Outcome 5

Analyse and apply theories/approaches relating to children and young people's development

Knowledge and/or Skills

- ◆ The contribution of a range of theories/approaches relating to children's development
- ◆ The influence of developmental theories/approaches on children and young people's holistic development
- ◆ Application and analysis of developmental theories/approaches in a practical context

Evidence requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Identify the contribution of three theories/approaches in relation to children and young people's development making links to professional practice.
- ◆ Describe and evaluate three theories/approaches and relate them to children and young people's development and apply to a practical context, making links to their professional practice.

Assessment Guidelines

Candidates could produce a 1,500 word integrative report covering the evidence requirements for this Outcome. Alternatively candidates could deliver a presentation supported by a report or reflective log. Candidates must make links to their professional practice.

Higher National Unit specification: support notes

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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 120 hours.

Guidance on the content and context for this Unit

This Unit is included in the framework of the PDA Children and Young People's Health and Wellbeing 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 role of those working with children, and their families in supporting children's health and wellbeing and to the controversial issues related to current initiatives and local and national policies and procedures. The Unit also gives the candidate the opportunity to put into practice and evaluate an initiative to support children's health and wellbeing.

Guidance on the delivery and assessment of this Unit

This unit will be assessed by three instruments of assessment.

For outcomes 1, 3 and 4 Candidates will be expected to produce an integrative report of approximately 2,000 words based on a case study linked to their professional context. Candidates will deliver presentations for both Outcomes 2 and 5; making links to their professional practice

Opportunities for developing Core Skills

There are no opportunities to develop Core Skills in this Unit.

Open learning

This Unit could be developed for an open learning mode of delivery. For information on normal open learning arrangements, please refer to the SQA guide '*Assessment and Quality Assurance of Open and Distance Learning*' (SQA, 2000).

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	Publication date changed to August 2010 and credit value changed to 3 credits.	02/03/2011

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General information for candidates

Unit title: Fundamentals of Supporting Children and Young People's Health Wellbeing and Development: Theory

Outcome 1

Outcome 1 looks at a range of factors influencing effective communication about child health between health care professionals, children, parents and other significant adults. It also investigates the role of different health promotion models.

Factors may include:

- ◆ Religious, cultural and dietary practices such as — periods of fasting, veganism,
- ◆ Parenting styles
- ◆ Mass media/advertising
- ◆ Unemployment
- ◆ Poverty

Significant adults may include:

- ◆ Parent carers and extended family members
- ◆ Multi professional/agency teams

Health promotion models may include:

- ◆ Medical model
- ◆ Health Education Board Scotland (HEBS)
- ◆ Community development model Scottish Health Education Group (SHEG)
- ◆ Educational model
- ◆ Political model
- ◆ HIV/Aids awareness

<http://www.scotland.gov.uk/Publications/2007/12/111103453/0>

These are for guidance only. Tutors/lecturers may wish to add to this list

Outcome 2

Outcome 2 looks at a range of immunisation programmes and any issues surrounding these using current sources and publications to obtain information. Outcome 2 also looks at the role of current local and national programmes in the promotion of child health and the impact of common allergies.

Immunisation programmes — triple and polio + boosters; meningitis (Hib); MMR; rubella; BCG

General information for candidates (cont)

Unit title: Fundamentals of Supporting Children and Young People's Health Wellbeing and Development: Theory

Current programmes and guidelines may include:

- ◆ Eat well and play well
- ◆ Delivering a healthy future
- ◆ Equally well
- ◆ Better health better care
- ◆ Unicef Baby Friendly Initiative
- ◆ Childhood immunisation Programme

Allergies: eggs; nuts/peanuts; milk/dairy products; gluten; animal hair, eczema/asthma, insect stings/anaphylaxis — guidelines on response use of inhalers; palliative measures These are for guidance only. Tutors should be aware that local and national programmes and guidelines are subject to change and revision. Tutors should ensure that up-to-date information is used.

Outcome 3

Outcome 3 looks at recent and/or current local and national initiatives with respect to children's health and wellbeing.

Outcome 4

Outcome 4 brings together the practical demonstration of the knowledge and skills acquired in Outcomes 1 and 3 and results in the preparation of the reflective report on the programme of activities to raise health awareness.

Project material, presentation and demonstration of skills may be supported by the use of some of the following:

- ◆ Posters/display — photographic evidence
- ◆ Leaflets/booklets
- ◆ Talk/presentation
- ◆ DVD
- ◆ E portfolio
- ◆ Team working
- ◆ Partnership with parents
- ◆ Roles of other relevant professionals
- ◆ SMART targets
- ◆ Evaluation methods — reflective account, photographs, questionnaire, feedback sheets

Recommended Resources for outcomes 1, 2, 3 and 4

The following resources are current and available at this time Lecturers should ensure that the materials use by candidates to support their learning is current and appropriate to their workplace context practice.

General information for candidates (cont)

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Reports

Hands on Scotland
<http://www.healthscotland.com>

Better health Better Care
<http://www.hahttp://www.isdscotland.org/isd/6208.html>[Indsonscotland.co.uk/](http://www.indsonscotland.co.uk/)

Unicef The Baby Friendly initiative
<http://www.babyfriendly.org.uk/>

It's everyone job to make sure I'm alright
<http://www.scotland.gov.uk/Publications/2002/11/15820/14009>

GIRFEC
<http://www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec/programme-overview>

Equally well
<http://www.scotland.gov.uk/Publications/2008/06/25104032/0>

Inclusion Agenda Scottish Government
http://www.scottish.parliament.uk/business/research/pdf_res_papers/rp00-15.pdf

Early years early intervention framework
<http://www.scotland.gov.uk/Publications/2008/06/best-practice-examples>

Outcome 5

Candidates should have the opportunity to explore the work of a range of theorists and related theories in the following categories. The suggestions are not exhaustive and choices should reflect current thinking at the time of delivery.

Social/Emotional Development

- ◆ Bandura
- ◆ Rosenthal and Jacobson
- ◆ Rogers
- ◆ Bowlby
- ◆ Schaffer
- ◆ Rutter
- ◆ Holt
- ◆ Ainsworth

General information for candidates (cont)

Unit title: Fundamentals of Supporting Children and Young People's Health Wellbeing and Development: Theory

Cognitive Development

- ◆ Piaget
- ◆ Bruner
- ◆ Vygotsky
- ◆ Emotional Intelligence
- ◆ Goleman
- ◆ Tizard and Hughes
- ◆ Gardner

Language Development

- ◆ Chomsky
- ◆ Brown
- ◆ Trevarthen

Personality Development

- ◆ Freud
- ◆ Erikson
- ◆ Rogers
- ◆ Kelly
- ◆ Kohlberg

Candidates should consider current thinking in:

- ◆ Neurological development
- ◆ Therapeutic play
- ◆ Life skills development- such as creativity, teamwork, co-operation, negotiation, goal setting and self reliance

Recommended resources for outcome 5

Pre birth to three

<http://www.ltscotland.org.uk/understandingthecurriculum/learningthroughoutlife/prebrthto3>

NDSU Understanding Brain Development in young children

<http://www.ag.ndsu.edu/pubs/yf/famsci/fs609w.htm>

Understanding therapeutic play

<http://www.playtherapy.org.uk/>