

## National Unit Specification: general information

**UNIT** Children's Development and Learning: The Toddler Years  
(1-3 years) (Intermediate 1)

**CODE** DV2K 10

### COURSE

### SUMMARY

This Unit enables candidates to examine the role of the parent in meeting the needs of children aged one to three years. The Unit also requires candidates to describe the knowledge and skills required in providing for the care, development and learning for children of this age.

This Unit is suitable for parents, those intending to be parents and other candidates wishing to extend their knowledge of the issues surrounding the provision of the care, development and learning of children of this age. They may wish to progress onto further courses of study in early education and childcare in order to gain a qualification in this area. Whilst this Unit relates specifically to early education and childcare, it may also be suitable for candidates who have an interest in the wider care sector.

### OUTCOMES

- 1 Describe the role of the parent in providing for the care of children aged 1–3 years.
- 2 Describe the role of the parent in providing for the development of children aged 1–3 years.
- 3 Describe the role of parents in providing for the learning of children aged 1–3 years.

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### Administrative Information

**Superclass:** HF

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## **National Unit Specification: general information (cont)**

**UNIT** Children's Development and Learning: The Toddler Years (1-3 years) (Intermediate 1)

### **RECOMMENDED ENTRY**

While entry is at the discretion of the centre, there are a variety of prior learning experiences which are relevant to candidates wishing to undertake this Unit, including the following:

- ◆ personal experience of parenting
- ◆ a Course or Unit in Care at Intermediate 1
- ◆ a Course or Unit in any relevant subject at Intermediate 1
- ◆ a programme of study in childcare, eg a combination of relevant SQA Units

### **CREDIT VALUE**

0.5 credit(s) at Intermediate 1 (3 SCQF credit points at SCQF level 4\*)

*\*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 is no automatic certification of Core Skills or core skills components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT Children's Development and Learning: The Toddler Years (1-3 years) (Intermediate 1)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Describe the role of the parent in providing for the care of children aged 1–3 years

##### **Performance Criteria**

- (a) Identify the specific physical, emotional and social care needs of children aged 1–3 years.
- (b) Describe the ways in which a parent can meet these needs.

#### **OUTCOME 2**

Identify the role of the parent in providing for the development of children aged 1–3 years

##### **Performance Criteria**

- (a) Identify the specific physical, emotional and social, cognitive and language developmental needs of children aged 1–3 years.
- (b) Describe the ways in which a parent can meet these needs.

#### **OUTCOME 3**

Describe the role of the parent in providing for the learning of children aged 1–3 years

##### **Performance Criteria**

- (a) Identify a range of experiences which support the learning of children aged 1–3 years.
- (b) Describe appropriate play experiences which support the learning of children aged 1–3 years.

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Evidence for this Unit will be gathered on one assessment occasion through short or restricted responses to questions. The assessment should take place towards the end of the Unit. The assessment will be carried out under supervised conditions. The time allocated for the assessment shall be no more than 30 minutes. A cut-off score may be used. Candidates failing to reach the required standard will be given one opportunity for re-assessment or, in exceptional circumstances, two. A holistic approach to assessment across the Unit should be taken.

## **National Unit Specification: statement of standards (cont)**

**UNIT** Children's Development and Learning: The Toddler Years (1-3 years) (Intermediate 1)

### **Specific Requirements**

Outcome 1: The candidate is required to describe how a parent provides for the care of a child aged 1–3 years, giving one example each for physical, emotional and social care.

Outcome 2: The candidate is required to describe how a parent provides for the development of a child aged 1–3 years, giving one example each for physical, emotional and social, cognitive and language development.

Outcome 3: The candidate is required to describe how a parent provides learning experiences for a child aged 1–3 years, giving one example each for cognitive and language development. This should include at least one play experience.

## **National Unit Specification: support notes**

### **UNIT Children's Development and Learning: The Toddler Years (1-3 years) (Intermediate 1)**

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 20 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

Throughout this Unit there should be a strong emphasis and reinforcement of the vital role parents play as a child's first educators. It should be stressed that parents are the adults who know their own child best and, with support where necessary, are best placed to meet the care, development and learning needs of their child. This Unit is designed to enhance the ability of parents to care for children, provide for the individual child's holistic development and, through careful observations of the child, provide play and other learning experiences appropriate to his/her age and stage of development. Candidates should understand the need for parents to instigate appropriate interaction with the child to ensure maximum learning and enjoyment.

For this Unit, it would be beneficial if the age ranges were separated into three stages — ie 12-18 months, 18 months-2 years and 2-3 years.

The safety of the child should be paramount at all stages.

The use of standard developmental charts is encouraged for this Unit. It should be stressed that not all toddlers will reach these milestones at the exact ages stated, but each toddler will follow the same pattern of progress and no toddler should be labelled as a result of not meeting the milestones for his/her exact age.

Should a candidate wish to identify interaction with a toddler from a family other than their own s/he must obtain permission to do so from the parent/s of the toddler.

#### **Outcome 1**

For those candidates who have completed the Unit *Children's Development and Learning: An Introduction* (Intermediate 1), reference should be made to Outcome 1 which identifies the basic needs of children. These should be explored afresh, or introduced for those who have not undertaken the Unit. The UN Convention on the Rights of the Child (1989) and the work of Kelmer Pringle and Maslow could be discussed in relation to these basic needs including the ways in which parents can meet them and the benefits to the overall care, development and learning of the child when they do so. Each developmental area should be studied, in particular the physical, emotional and social care needs of the child in the age groups 12–18 months, 18 months–2 years and 2–3 years.

## National Unit Specification: support notes (cont)

### UNIT Children's Development and Learning: The Toddler Years (1-3 years) (Intermediate 1)

- ◆ **Physical needs** — When exploring the physical needs of a child aged 1–3 years, as with the other areas of need, attention should be drawn to the changing needs of the child as s/he grows from a one year old to a three year old. This may be clear to candidates who are parents themselves, however magazine and text book illustrations, photographs, etc would be a useful visual aid and re-reinforcement for those with less experience of children at this stage of development. Meeting a toddler's physical needs should include the medical and health needs and it would be beneficial if candidates could visit a local Health Centre or be visited by a public health practitioner to aid understanding and extend knowledge. Candidates should explore the ways in which parents could meet these needs and the ensuing benefits to the child.
- ◆ **Emotional needs** — Focus should be on the vital importance of bonding and attachment with the main carer, consistency and continuity of care, and the benefits of a warm loving environment which brings about a feeling of security. Candidates should again be encouraged to examine how these needs could be met by the parent and the ensuing benefits to the child.
- ◆ **Social needs** — Candidates should again investigate the different needs of a child in each of the age groups (12-18 months, 18 months-2 years and 2-3 years). This should link with the emotional needs of the child and it should be stressed how the relationship with the main carer/s will affect the ability the child will have in trusting and forming relationships with others. The facilities and opportunities for meeting other adults and children should be identified in the local area. This could also be included in any visit undertaken or addressed by a visiting speaker. Representatives from local Family Centres. Parent and Toddler groups, playgroups, nurseries, etc would be extremely beneficial in extending the candidate's understanding of this care need.
- ◆ In investigating the role of the parent in providing for the care of their child, candidates should consider a range of ways in which a parent can meet these needs. In doing so, they should be encouraged to draw on their own experiences of caring for a child, whether it be as a parent, a family member or a babysitter, etc. These experiences should be shared whenever possible and any negative experiences should be handled with sensitivity and empathy.

#### Outcome 2

Candidates should have the opportunity to explore standard developmental charts in order to gain a fuller understanding of the developmental milestones which children of toddler age will follow. If appropriate, it would be meaningful for the individual candidate to complete a personal developmental chart for their own child, if time allowed. Photographs could be used to identify past progress in each area and space to identify future progress could be created along with magazine illustrations if desired. Candidates should be continually reminded that no one area of development exists without a related effect on another and a holistic approach must be maintained at all times.

- ◆ **Physical development** — Candidates should be encouraged to explore the many ways in which a parent can meet the changing needs of the child throughout the toddler years of one to three. Catalogues from child-centred stores could provide a starting point for investigating the appropriate provision for children at each stage, to provide a sufficiently challenging, enjoyable and satisfying experience for both parent and child. The cost of such provision should be considered and candidates should be encouraged to consider less expensive alternatives for the activities and equipment illustrated. Indoor and outdoor provision and the opportunities which provide for the physical development of the child should be discussed.

## National Unit Specification: support notes (cont)

### UNIT Children's Development and Learning: The Toddler Years (1-3 years) (Intermediate 1)

- ◆ **Cognitive development/language development** — Provision for cognitive development and language development will be studied in full in Outcome 3, however the many ways other than play to help a child to develop in these areas should be considered in this Outcome. A trip to the shops allows for cognitive development through discussion between parent and child, which encourages language and numeracy development, as the child discovers new vocabulary through practical experience. Candidates should try to find as many opportunities as possible to provide for other such experiences.
- ◆ **Emotional development** — Providing for the emotional development of a child aged 1–3 years links strongly with his/her social development and candidates should be encouraged to understand this link and how a parent can best provide for this. In terms of emotional development, the toddler years can be a trying time for both parent and child and the frustrations of this period should be explored. Candidates who have experience of children of this age could share with others the strategies they used in order to cope with situations such as tantrums and their effectiveness, or otherwise. The reasons for certain strategies being more effective than others should be explored and it should be stressed to candidates the strong links with language development and the effect on the child's emotional and social development.
- ◆ **Social development** — Candidates should consider the social needs of a child aged 1–3 years as s/he progresses through the three age stages, remembering the basic need for a secure attachment in the home as the foundation for future relationships. The many ways in which a parent can meet those needs should be fully explored, taking into account opportunities among family, friends and the wider community. The differences in provision, and access to that provision, between city, town and rural areas should be explored. Representatives from local facilities, eg parent and toddler groups, etc could be invited to share information with the candidates, explaining the benefits to both parent and child in attending such a group.

### Outcome 3

Emphasis should be placed on the great importance of the role of the parent in creating appropriate learning experiences for their child which are enjoyable for both parent and child. A happy child will be much more receptive to the learning opportunities provided and a relaxed parent will enhance this learning. In these shared experiences a parent will themselves learn more about the skills and knowledge of their child and about their own ability to extend the learning opportunities.

- ◆ As in Outcome 2, candidates should be encouraged to explore a range of learning experiences which are invaluable to children aged 1–3 years. Everyday activities can be of the greatest interest and benefit to the child's learning when s/he is allowed to take part in the activity, eg helping a parent to dust or make the bed involves many responsibilities and problem-solving situations. Candidates could identify everyday tasks in which a toddler at each of the three stages could participate in and the ensuing learning experience discussed. It should be acknowledged that each task will take much longer to complete and patience is required of the parent, along with the understanding of the value of the child's participation. This is of benefit to each developmental area, as the involvement provides for physical, emotional and social, cognitive and language development. Candidates should identify the developmental areas most benefited by the activity.

## National Unit Specification: support notes (cont)

### UNIT Children's Development and Learning: The Toddler Years (1-3 years) (Intermediate 1)

- ◆ The importance of learning through play should be explored and, if time allows and there is an interest within the group, it may be appropriate and helpful to examine the current thinking on child development and past influences which underpin current practice. The many types of play, both indoors and outdoors, should be explored and the benefits of each discussed in terms of the child's physical, emotional and social, cognitive and language developmental needs. Again, the milestones of development of children aged 1–3 should be referred to as a means of identifying the next stage for the child and the provision/activity required in order to help the child reach that stage. A wide range of resources should be provided and, where possible, workshops could be arranged in order to provide a practical, hands on approach. The opportunity for the adult to explore new materials and activities promotes a growing confidence in using them, at a later date, with children. As before, candidates should be encouraged to share ideas, activities and experiences of any occasion they have had of providing play opportunities for a child of this age — successful or otherwise. The reasons for the results could be explored and discussed among the group and further suggestions made for enhancing the experience in the future.

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this Unit there should be a balance between tutor presentation and candidate centred learning. Candidates should be given opportunities to discuss the issues surrounding the parenting of a toddler and the positives and negatives should be included in the discussion. Advice on approaches to learning is integrated throughout the previous section. Some of the approaches used could include:

- ◆ small group exercises
- ◆ group discussion
- ◆ case studies
- ◆ workshops
- ◆ video/audio material
- ◆ visits to initiatives, eg a toy library
- ◆ visiting speakers, eg from a parent and toddler group
- ◆ individual research, including the internet

Candidates should be encouraged throughout to contribute from their own experience of parenting or caring, where appropriate.

This Unit can be delivered in a flexible manner, eg as distance learning.

### Outcome 1

The role of the parent should be explored in terms of caring for a child aged 1–3 years and candidates should again be encouraged to share their own experiences of doing so, if appropriate. Should candidates have no personal experience then videos, text books and magazine articles could be used to enable them to begin to understand the many issues surrounding the care of a child of toddler age. The three age ranges could be explored in three or more groups of candidates and the findings of each cascaded to the others. This would ensure that the changing care needs of each age range is explored in depth. Visits and guest speakers in this particular area would be extremely beneficial to the understanding of the candidates, especially where no personal experience can provide underpinning knowledge. If appropriate, candidates could keep a diary, identifying their interaction with a toddler in terms of meeting care needs.

## **National Unit Specification: support notes (cont)**

### **UNIT** Children's Development and Learning: The Toddler Years (1-3 years) (Intermediate 1)

#### **Outcome 2**

“Thought showers” could focus on specifying developmental needs in each developmental area and age-related stage of toddler-hood. If there were large numbers in the group, sub-groups could focus on one area and the results shared and discussed. Developmental charts should be studied and candidates encouraged to complete an illustrated chart for their own child, where appropriate. This could be added to as the child grows and would provide an interesting record for parent, child, family and friends in years to come.

Current Health and Safety guidelines could be examined to extend discussion, and candidates encouraged to collect any leaflets or booklets available in their local area, especially those which relate to this age group. These would enhance discussion as well as extending knowledge of the various ways in which the developmental needs of the child can be met. When focusing on the role of the parent in providing for these needs, candidates could investigate the facilities in the local area and it may be appropriate for speakers from a Health Centre or Family Centre to be invited to address the group, or a visit to such venues arranged if this were possible. Videos may supplement the material for this Outcome if so desired. A diary of individual interaction with a child relevant to these areas would be an interesting method of recording the range of opportunities presented to the child and a useful source of material for the assessment.

#### **Outcome 3**

This Outcome focuses on providing learning experiences for the child of toddler age and candidates should again be encouraged to share personal experiences of providing appropriate opportunities which have been of benefit to their child, or children known to them. Each developmental area should be discussed in detail and workshops could provide a practical benefit to the candidate's learning experience. A range of resources should also be available to extend the knowledge of appropriate learning opportunities which the candidate could then use with their own child, or a child known to them, and the results shared with the group. With permission from the parent/s, should the child not be that of the candidate, the diary format could be continued in order to provide evidence of candidates' interaction in providing learning experiences in all developmental areas and would be a useful resource for preparing for assessment.

Ease of access to local facilities which would enhance the overall development of the child could be discussed, along with any financial implications or other factors which may restrict that access. Speakers from the locality or visits to any of the facilities in the area, eg a toy library, may provide an interesting and informative addition to this Outcome, as would relevant videos and brochures/catalogues from child-centred stores.

The importance of learning through play should be reinforced by tutor presentation, videos and a wide range of resources. Each type of play should be discussed in terms of the benefits to the child in each developmental area through the learning experiences provided. Workshops would again be an interesting means of extending learning and of building confidence in using new materials. The opportunity to “play” is as vital for adults as for children as it allows the adult to reconnect with childhood experiences and thus understand more fully the needs and feelings of a child. Where possible candidates should attempt such activities with their own child, or children known to them, and record the interaction in diary form, having gained permission from the parent/s. This would

## **National Unit Specification: support notes (cont)**

### **UNIT** Children's Development and Learning: The Toddler Years (1-3 years) (Intermediate 1)

again provide a useful and meaningful resource for preparing for assessment. Candidates should be encouraged to recognise and understand the link between each developmental area and the many learning experiences which can be gained from one activity, which, although focused on one area, benefits others.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The assessment requirements for this Unit are laid out clearly in the Evidence Requirements section of the Statement of Standards. Assessment should always be carried out under supervision. A variety of approaches could be used.

Assessment time allocated for this Unit must not exceed 30 minutes.

#### **CANDIDATES WITH ADDITIONAL SUPPORT NEEDS**

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

## **National Unit Specification: Appendix to the statement of standards**

### **UNIT** Children's Development and Learning: The Toddler Years (1-3 years) (Intermediate 1)

**NB:** *This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.*

The age range for this Unit is 1–3 years. This is divided into the following age groups: 12–18 months, 18 months–2 years, 2–3 years.

#### **Outcome 1**

The care needs of a child aged 1–3 years include:

- ◆ Physical needs: basic physical needs, eg fresh air and exercise etc, medical needs, eg immunisation programme, medical attention when required, etc, safe and hygienic environment
- ◆ Emotional needs: attachment to parent/main carer, security, consistency of care, warm loving environment
- ◆ Social needs: attachment to parent/main carer, close relationship with immediate family, contact with extended family, contact with other children and adults
- ◆ Indoor and outdoor provision for the above needs

Role of the parent in providing for these needs include:

- ◆ identifying the above needs
- ◆ developing a range of strategies to in order to meet these needs regarding physical, emotional and social care
- ◆ indoor and outdoor provision for meeting these care needs

#### **Outcome 2**

The developmental needs of a child aged 1–3 years include:

- ◆ Physical development: opportunities to acquire physical ability and skills including gross motor and fine motor skills, hand and eye co-ordination and balance
- ◆ Emotional development: attachment to parent/main carer, security, provision for growth in an ability to control and express feelings in appropriate ways, a sense of identity and growing independence
- ◆ Social development: opportunities to acquire the skills, attitudes and manners required to interact appropriately with peers and other adults
- ◆ Cognitive development: opportunities to encourage learning, thinking and understanding by using their senses, memory, imagination and concentration, eg through play
- ◆ Language development: opportunities to use language and speech, as well as listening and understanding and the use of non-verbal communication

## **National Unit Specification: Appendix to the statement of standards (cont)**

### **UNIT Children's Development and Learning: The Toddler Years (1-3 years) (Intermediate 1)**

The role of the parent in providing for the above needs includes:

- ◆ knowledge of and access to toys, books, activities and equipment appropriate to the age and stage of development of the child
- ◆ creating opportunities to encourage safe exploration and discovery in the environment, indoor and outdoor
- ◆ playing with the child and encouraging contact with other children
- ◆ ensuring a secure, loving environment for the child

#### **Outcome 3**

The role of the parent in providing for the learning of children aged 1–3 years include:

- ◆ identifying the developmental needs as described in Outcome 2, focusing particularly on the provision for cognitive and language development
- ◆ understanding the need for positive parental involvement and interaction in the child's play activities and in everyday family/household activities
- ◆ ensuring one to one attention where required
- ◆ ensuring provision is identified for the next step in the child's learning