



Higher National Unit specification

General information

Unit title: Supporting our Youngest Children 0–3 (SCQF level 7)

Unit code: H9PL 34

Superclass: PN

Publication date: September 2015

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to enable learners to gain an awareness of how they can support and work on behalf of our youngest children. It includes theories of development, particularly brain development and it reflects the principles and philosophy which underpin the national policy guidance including the *Early Years Framework, Pre-Birth to Three* and *Building the Ambition*.

It will support learners to developing an understanding of the four key principles, set out in the national *Pre-Birth to Three* guidance: the Rights of the Child, Relationships, Responsive Care and Respect.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Explain theories relating to the development of children 0–3.
- 2 Explore the importance of developing supportive, nurturing, enabling environments.
- 3 Evaluate the adult role in supporting children 0–3.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

It is recommended that the learner should be able to demonstrate an understanding of the behaviour of children and young people. Evidence could be through the achievement of current NC Units or equivalent which assess knowledge and understanding of children and young people pre-birth to 16 years, or SVQ level 2 Children's Care, Learning and Development or Playwork. It may also be evidenced through experience of working with children and young people.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components 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.

An exemplar for this Unit will provide assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.html>).

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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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 SQA.

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. Learners 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 relating to the development of children 0–3

Knowledge and/or Skills

- ◆ Theories relating to attachment, bonding and separation
- ◆ Current theories from neuroscience
- ◆ The pattern of development of children 0–3
- ◆ Legislation and policy guidance relating to children 0–3

Outcome 2

Explore the importance of developing supportive, nurturing, enabling environments.

Knowledge and/or Skills

- ◆ the importance of spaces both indoors and outdoors for children 0–3
- ◆ stage appropriate resources which will support development and creativity
- ◆ The emotionally secure environment
- ◆ The richness of routines
- ◆ Transitions and the theory of transitional objects

Outcome 3

Evaluate the adult role in supporting children 0–3

Knowledge and/or Skills

- ◆ Principles underpinning work with the very youngest children
- ◆ Tuning into very young children
- ◆ The place of play
- ◆ Observation, assessment and planning
- ◆ Partnership with Parents and families

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

Outcome 1

- ◆ explain the current theories of attachment, bonding and separation in relation to children 0–3.
- ◆ research and evaluate the current theories from neuroscience.
- ◆ identify and explain the pattern of development of children 0–3.
- ◆ identify links between practice, theory and policy guidance.

Outcome 2

- ◆ describe and explain the importance of spaces for children 0–3.
- ◆ identify stage appropriate resources for children 0–3 which will support development and creativity.
- ◆ evaluate and explain an emotionally secure environment.
- ◆ research and explain the need for daily care routines.
- ◆ explain the importance of transitional objects and transitions into and within the setting.

Outcome 3

- ◆ research and evaluate the principles underpinning work with very young children as set out in current guidance.
- ◆ identify the importance of professional development for supporting the development of practice.
- ◆ explore the place of play in supporting the development and wellbeing of young children.
- ◆ evaluate the role of observation and assessment which creates and maintains plans to provide support to individual children.
- ◆ explore the importance of establishing relationships with the carers of young children.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and 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 Social Services Children and Young People and is offered as an optional Unit for Children and Young People. It is recommended that it should be delivered and assessed within the subject area of the Group Award to which it contributes.

In addition to providing learners with underpinning knowledge about the theory informing work with our youngest children the Unit gives the opportunity to gain an understanding of the national policy guidance and the links with successful practice. It provides an opportunity to explore and evaluate the learners own role in supporting the development of very young children.

The Unit starts off with an introduction to the theory of attachment, bonding and separation and current research into brain development. This is followed by analysis and evaluation of the crucial importance of the supportive, nurturing, enabling environment which learners are expected to apply to their role in practice.

This Unit is intended to introduce the learner to the importance of understanding the features of practice with children 0–3 that influence their development and to give them the opportunity to explore ways of developing their own, vital, role in successfully promoting the key principles, in national guidance, in work with the very youngest children

This Unit also enables learners to assess and evaluate young children's development through applying a range of observations and assessment methods which inform the planning of appropriate experiences and enhance individual development.

Throughout the Unit the resources and materials developed for the guidance *Pre-Birth to Three* and *Building the Ambition* should be used with learners.

Higher National Unit Support Notes (cont)

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Outcome 1

Explain theories relating to the development of children 0–3.

There is an element of overlap with the mandatory Unit *Theoretical Approaches: Lifespan Development*.

Using Research to inform practice

Research has changed the way all professionals view children and has led us to change the way we work with all children and particularly children under 3.

The most important research over the past 20 years has been into brain development. This Neuroscientific research clearly shows that a child's potential and capacities are not set when she/he is born and at birth the brain is relatively undeveloped. This research highlights the crucial role of early learning and childcare establishments and the support that children receive from the adults in the settings.

The section in *Pre-Birth to three* on *Using Research to inform practice* would be an effective starting point for learner discussion around evidence based practice.

Attachment theory

The following quote from *Building the Ambition* defines attachment and bonding

'Attachment — the early parent/child relationship — is viewed as one of the most important factors in child development, especially with regard to how the brain develops and the development of emotional and social skills.'

Although the terms 'bonding' and 'attachment' are sometimes used interchangeably to describe love and affection from parents or a caregiver, attachment theory describes 'attachment' as the quality of the relationship from the child's perspective ie the enduring relationship which develops between a child and their caregiver pre-natally and during the first two years of life.

'Bonding' tends to be used to describe the parent's relationship to the child'

The learner should become familiar with the research into attachment and bonding and the negative affects insecure attachments have on building relationships with other children and adults.

Higher National Unit Support Notes (cont)

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Learners should explore the work of:

- ◆ Gerhardt, S (2004) *Why Love Matters: How affection shapes a baby's brain*
- ◆ Gopnik, A. (2010) *How Babies Think*. Scientific American, Psychology pp 76-81.
- ◆ Shore, R *Rethinking the Brain* (1997)
- ◆ Zeedyk, S. *What about the Children? Children at Peace with Themselves: The importance of nurturing an emotionally secure generation.*
- ◆ Roberts, R (2010) *Wellbeing from Birth*,

DVD — *The Connected Baby* available at <http://www.theconnectedbaby.org/home>

Child Development

Current thinking indicates that an adult's knowledge of the patterns of child development is a crucial factor in providing good quality care and support for under threes.

Learners should be made aware that there are certain characteristics that are likely to be shared by children of similar ages. However, age alone is not the predetermining factor in children's development. Each child will progress in their own way and at their own rate as there are no set rules for when a child stops being a baby and starts being a toddler or a slightly older child.

Quite often in literature, the definition of the stage is related to chronological age, this approach can overlook the subjective experience of children as well as changing roles within society and our increasing knowledge of the development of the brain.

Learners should draw upon a widely used pattern of strands or aspects appropriate to their setting such as:

Social, Physical, Emotional, Cognitive, Cultural and Spiritual (SPECES)

Or

Social, Physical, Emotional, Cognitive and Language (SPECL)

A recent finding of the *Growing Up in Scotland* (GUS) study was that children who regularly take part in a wide range of activities and whose parents rate these as very important have higher cognitive ability scores at the age of 34 months than children who experience fewer activities and whose parents attach less importance to them.

Growing Up in Scotland: The impact of children's Early activities on cognitive development
Scottish Government (2009)

A useful resource for learners to begin to explore research to inform their practice is *The Growing Up in Scotland study (GUS)*. GUS is an important long-term research project aimed at tracking the lives of a Sample of Scottish children from the early years, through childhood and beyond. The study is funded by the Scottish Government and carried out by the Scottish Centre for Social Research (ScotCen).

Higher National Unit Support Notes (cont)

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Learners will find more information on topics relating to Gus research at [online]
www.growingupinscotland.org.uk

The recent work of Jennie Linden may also be of use:

Lindon J (2012) *What does it mean to be one*

Lindon J (2012) *What does it mean to be two?*

Lindon J (2012) *What does it mean to be three?*

Lindon, J (2000)

Helping Babies and Toddlers Learn: A guide to good practice with under-threes

Legislation and policy guidance

Learners should explore all recent government legislation and policy guidance relating to 0–3 year olds and their families including:

Getting it right for every child

The wellbeing of children and young people is at the heart of *Getting it right for every child*. The approach uses eight areas of wellbeing in which children and young people need to progress in order to do well now and in the future. These eight areas are set in the context of the 'four capacities', which are at the heart of the Curriculum for Excellence.

Getting it right for every child builds on, and is reflected in a wide range of policies and strategies for all children and young people (including those who may have additional support needs). These have all helped shape its development:

- ◆ The Children's Charter
- ◆ The UN Convention on the Rights of the Child
- ◆ For Scotland's Children
- ◆ The Early Years Framework
- ◆ Curriculum for Excellence
- ◆ Better Health, Better Care

Children and Young People (Scotland) Act 2014

The Scottish government, through the Children and Young People (Scotland) Act 2014, will increase the number of hours of free early learning and childcare for children aged three and four from 12.5 to almost 16 hours a week from the start of August 2014. And for the first time some two year olds will also receive this free entitlement.

Two year olds will be eligible for the free entitlement starting from the first term after their second birthday (where their second birthday falls on, or after, 1 March 2014).

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◆ IF they have a parent or carer who receives one of the following benefits:

- Income Support
- Jobseekers Allowance (income based)
- Employment and Support Allowance (income based)
- Incapacity or Severe Disablement Allowance
- State Pension Credit

◆ OR they are:

- Looked after
- Under a kinship care order
- With a Parent Appointed Guardian

Once a child becomes entitled to extra hours, they will still be entitled even if their parent or carer becomes employed or their situation with their parent or carer changes.

Early learning and childcare practice guidance

The Scottish Government has published national practice guidance on early learning and childcare — *Building the Ambition* — promoting high quality and good practice in delivery <http://www.gov.scot/Publications/2014/08/6262/0>

The Early Years Collaborative

The Early Years Collaborative is a coalition of Community Planning Partners — including social services, health, education, police and third sector professionals — committed to ensuring that every baby, child, mother, father and family in Scotland has access to the best supports available.

It's the world's first national multi-agency quality improvement programme

The objective of the Early Years Collaborative (EYC) is to accelerate the conversion of the high level principles set out in GIRFEC and the Early Years Framework into practical action.

Outcome 2

Explore the importance of developing supportive, nurturing, enabling environments.

Environments

Adults need to ensure that they are providing appropriate environments for babies and young children. According to *Building the Ambition* adults should, 'provide a regular but flexible pattern to the day which takes account of the baby's or toddlers individual preferences of eating, sleeping and playing'.

And

'Provide a flexible arrangement (for toddlers) in terms of times and space to allow some control over quiet and active times'

Higher National Unit Support Notes (cont)

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Spaces

Just as children need developmentally appropriate experiences they also need spaces, both indoors and outdoors, which take account of their age and stage of development.

Spaces that will support feelings of security and aid learning for a six month old will be different from those that are appropriate for a child of two and a half years old.

The way spaces are laid out affect the atmosphere of the room and they need to actively enable babies and young children feel safe and secure and to explore the world around them.

‘Babies arrive into the world with their individual personalities, ready to adapt to and be influenced by their environments’

Pre-Birth to Three (2010) Education Scotland

‘Adults can admire their environment; they remember it and they think about it — but a child absorbs it’

Montessori quoted in *The Absorbent Mind* (1967)

See also

Curtis and Carter. (2003) *Designs for Living and Learning: Transforming Early Childhood Environments*’.

Hodgman. L, (2011) *Enabling Environments in the Early Years*

Learners could map out and discuss the suitability of environments with which they are familiar to ensure that the spaces are suitable for the ages and stages of the children in relation to wellbeing, challenge and safety.

The Emotionally Secure Environment

Age appropriate resources

When they play with materials, young children are building a foundation for understanding concepts and skills that form the basis for later academic learning.

It’s not only concepts that children are learning as they play, they are learning how to learn: to take initiative, to ask questions, to create and solve their own problems. Open-ended materials such as blocks, play dough, art and building materials, sand and water encourage children to play creatively and in depth. Neuroscience tells us that as children play this way, connections and pathways in the brain become activated and then solidify.

Learners should audit the resources available in their settings. Do the resources promote equality and fairness? Are they age appropriate? Do they encourage young children to take risks in a secure and safe environment? Are they open ended? Do they encourage creativity and imagination? Do they provide a link to the natural world and natural elements?

Higher National Unit Support Notes (cont)

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Play

Learners should by this point be familiar with all the relevant policy guidance particularly *Pre-Birth to three* and *Building the Ambition* and could research, in groups, what these guidance documents have to say about the role of play in the care and development of very young children.

Routines

Daily routines are a very important part of the day for babies/young children, parents and staff. Routines provide times for warm interactions and opportunities for learning.

If routine such as feeding are rushed then they become impersonal and technical experiences for very young children.

Daily routines can have an effect on the behaviour of children especially if their play is interrupted. A simple routine designed around children is beneficial and supports development

According to Jennie Linden *if you are a baby or toddler or young child it matters a great deal how somebody wipes your nose, reacts to your tears or responds when you wet yourself* (Linden 2006:24)

Through these routines practitioners can demonstrate thoughtful, attentive care which will value individual children and make them feel relaxed confident and respected.

Learners should reflect on their experiences in settings and consider whether the routines created are designed to meet the needs of the children.

The Emotionally Secure environment

Developing emotional stamina enables children to withstand difficulties in life and stress as well as having insights into and empathy with others.

A growing body of research shows that secure attachments and loving interactions between key carers in nursery as well as at home are important to ensure:

- ◆ Good mental health
- ◆ A well-functioning immune system
- ◆ The ability to regulate stress
- ◆ The ability to pick up the social cues of interaction
- ◆ Access to appropriate loving touch that can contain separation anxiety
- ◆ The confidence to develop a strong ethnic identity and positive self-esteem.

When conditions are right the child builds up trust, develops inner strength, effective communication and robust mental and physical health. (Selleck, 2006).

Higher National Unit Support Notes (cont)

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Learners could investigate and discuss the conditions which will promote emotional security.

Transitions and Transitional Objects

The importance of transitions.

Transitions are a time or process of change and it is natural that change almost always brings uncertainty. In an ELCC setting there are several transitions we expect a child to manage, initially from home to the setting, from playroom to playroom, from person to person. It can be a frequent time of change. Transitions can also be exciting and challenging but it is still essential that these are handled sensitively, inclusively and positively. Dunlop and Fabian (2007) shows that 'the way in which the first transitions are handled could potentially have a significant impact on the child's capacity to cope with change in the short and long term'.

Partnership working with parents is key to supporting effective transitions. Parents can support staff in getting to know children well, whilst staff support parents as they adjust to change.

Learners should consider how staff in early years settings can support children appropriately to ensure that transitions are effective, positive and meaningful.

Learners will be aware that babies and young children often need to carry a favourite object, toy or blanket with them to the setting. This represents their transitional object as described, some time ago, in research by Winnicott (1969)

These objects support children through times of separation and change and help them to make sense of their world.

Learners need to be aware of the significance of this theory which underpinning a child's need to have such objects and should discuss the most effective way to use transitional objects to ease transitions into and through nursery or other settings.

Outcome 3

Evaluate the adult role in supporting children 0–3.

Key Principles

The Rights of the Child, Relationships, Responsive Care and Respect are the four key Principles, which form the basis of the Scottish Government's *Pre-Birth to Three* guidance.

All staff working with babies and young children should be aware that these key principles are interrelated and interdependent. Learners should research and reflect upon them and the links they see to the principles in practice.

Higher National Unit Support Notes (cont)

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Key worker or Key person

Learners could consider the work of Goldsmeid and Jackson who maintain that the adult is crucial in creating an atmosphere which ensures warm, quality experiences which promote interaction. They and Peter Elfer have written widely about the role of the keyworker or key person

People under Three (2000)

Tuning into Very Young Children

Tuning into the emotional world of small children supports holistic development and emotional and mental wellbeing. Observation and a knowledge of child development are the most important tools practitioners can use to ensure they plan for the care and development of each child.

Tuning into each child is demanding and learners could explore the what ‘tuning-in’ means in practice.

Observation, Assessment and Planning

In order to plan effectively, practitioners need to have a sound understanding of development and knowledge of how children learn and develop through play.

The starting point is always observation of children’s experiences coupled with consultation with children and the practitioners’ knowledge and understanding of the child.

Learners should be asked to discuss why it is crucial to observe very young children in a setting.

Some of the many points they could cover are:

- ◆ To become aware of individual’s interests and learn about the types of play they prefer (play preferences)
- ◆ To record and support children’s learning experiences
- ◆ To ensure that children are central to their own learning or the play process
- ◆ To enable adults to evaluate the play environment and how children are young people are interacting with their peers
- ◆ To observe the quality of the play experience and identify aspects of the play cycle or play process that could be facilitating further

Further discussion could take place around the observation cycle and how it can be used to assess children’s development and plan appropriate experiences.

Higher National Unit Support Notes (cont)

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Assessment

Children have a key role to play in assessment and they should be encouraged to Contribute to all stages as and when appropriate.

Assessing children in relation to their learning and development can take many different forms, for example through observations or conversations.

Planning

Planning is only effective when staff take account of children's needs, Dispositions, interests and stages of development. If overall provision is to respond meaningfully to the needs of children, planning needs to be informed by observations and regular assessment, and it has to include information from parents and other relevant professionals.

Learners should discuss the value the key person system in supporting this approach to planning, as the staff who know the children and families best can ensure that discussions and decisions about needs and next steps for children are on track.

Partnership with parents and families

When a baby, or young child, attends a setting she is an individual, but not alone or unattached, as each child is part of a family. When it comes to getting to know children staff working with children in early years settings naturally build meaningful and positive relationships with parents.

Working with parents involves understanding and respecting differences, individual circumstances and the changing needs of children and their families. It is essential that all staff working with families respect and value parents and their role.

It would be useful for learners to consider Bronfenbrenner's ecological approach which helps practitioners to understand a child within her individual context and to understand how the child participates within her individual world.

Guidance on approaches to delivery of this Unit

It is expected that there will be integration between this Unit and the mandatory Unit *Lifespan Development*. It can also be delivered in conjunction with the *Play* Unit.

However, this can be undertaken as a stand-alone Unit for CPD. It is recommended that this Unit is delivered after the delivery of the mandatory Unit *Theoretical Approaches: Lifespan Development*.

It is recommended that this Unit is delivered through lecturers, group work, practical classroom activities, and visits by professionals and visits to appropriate childhood practice settings. There are a wide variety of resources that can be used to support the delivery of this Unit.

Higher National Unit Support Notes (cont)

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Candidates should be encouraged to undertake autonomous learning through research of current theory and the study of national policy guidance.

It is essential that candidates make reference to the *Early Years Framework, Pre-Birth to 3: Supporting our Youngest Children* and *Building the Ambition*.

Completion of the Group Award will enable progression to HND Childhood Practice, SVQ level 4 and employment at practitioner level. This will allow the candidate to register with Scottish Social Services Council (SSSC) as a practitioner.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of instruments of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Assessment may be through an holistic task which covers all Outcomes for the Unit.

The task could take the form of a portfolio, of planned experiences, based on observation assessment and planned experiences to meet the needs of individual children 0-3.

The portfolio should link the learner's planned experiences to:

- ◆ How the experiences supported children's development
- ◆ The current theories of how very young children develop.
- ◆ the importance of a supportive nurturing, enabling environment
- ◆ The learner's own role in supporting very young children and their families.

The portfolio could be closely cross referenced with the reflective accounts the learner is required to produce for the SVQ Units in the workplace.

Or

Assessment may be carried out through use of case study materials for Outcomes 1, and 2 to evidence understanding of theory and influences of theory on practice. This assessment could either be undertaken under supervised conditions, closed-book, or open-book in which case it should be fully referenced using a recognised Referencing System.

Outcome 3 could take the form of a case study using a range of observational techniques of a child or young person or group of children and young people based on the learner's workplace or work-based placement. Centres should consider giving learners the opportunity to integrate this assessment with Outcomes 2 and 3 of the Unit *Children and Young People with Additional Support Needs*. Learners will have to take into consideration ethical issues in undertaking research with children and young people and gain the necessary informed agreement from appropriate sources.

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An appropriate Code of Ethics should be considered, eg British Psychological Society Code of Ethics. All work should be fully authenticated by work placement supervisor or employer.

In order to achieve this Unit, learners are required to present sufficient evidence that they have met all the Evidence Requirements for each Outcome.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skill(s) of *Communication*, *Working with Others* and *Problem Solving* in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Learners who use the internet to conduct research will also have opportunities to develop skills in *Information and Communication Technology (ICT)* and *Numeracy* depending on the variety of data gathered and how the data is presented.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Supporting our Youngest Children 0-3 (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to enable you to gain an awareness of

On successful completion of the Unit Outcomes you will be able to:

- 1 Explain theories relating to the development of children 0–3.
- 2 Explore the importance of developing supportive, nurturing, enabling environments.
- 3 Evaluate the adult role in supporting children 0–3.

You will become familiar with relevant theory which explains early brain development and the importance of attachment, bonding and the role of separation in the development of young children.

You will explore a range of ways of providing an appropriate environment for young children and will develop an understanding of the environmental factors which enhances the development of young children. You will analyse the important role that the adult has in promoting the care, well-being and development of children within the environment.

You will have the opportunity to undertake a work placement if you are not already in employment and this will facilitate your learning of how theory is put into practice and you will begin to develop some of the skills to support very young children's development

You will explore the role of observation in assessing children progress and this will enable you to reflect on and evaluate your own role in providing experience to support development and learning.

You will evaluate the importance of establishing and maintaining relationships with the parents and carers of young children and the role this has in supporting development.

Assessment may be through an holistic task which covers all Outcomes for the Unit.

The task could take the form of a portfolio, of planned experiences, based on observation and assessment of individual children 0–3.

The portfolio should link the learner's planned experiences to:

- ◆ How the experiences supported children's development
- ◆ The current theory of how very young children develop.
- ◆ The importance of a supportive nurturing, enabling environment
- ◆ The learner's own role in supporting very young children and their families.

Or

Assessment may be carried out through use of case study materials for Outcomes 1, and 2 to evidence understanding of theory and influences of theory on practice. This assessment could either be undertaken under supervised conditions, closed-book, or open-book in which case it should be fully referenced using a recognised Referencing System.

General information for learners (cont)

Unit title: Supporting our Youngest Children 0-3 (SCQF level 7)

Outcome 3 could take the form of a case study using a range of observational techniques of a child or young person or group of children and young people based on the learner's workplace or work-based placement. Centres should consider giving learners the opportunity to integrate this assessment with Outcomes 2 and 3 of the Unit *Children and Young People with Additional Support Needs*. Learners will have to take into consideration ethical issues in undertaking research with children and young people and gain the necessary informed agreement from appropriate sources. An appropriate Code of Ethics should be considered, eg British Psychological Society Code of Ethics. All work should be fully authenticated by work placement supervisor or employer.

In order to achieve this Unit, learners are required to present sufficient evidence that they have met all the Evidence Requirements for each Outcome.

In order to achieve this Unit, you are required to present sufficient evidence that you have met all the Evidence Requirements for each Outcome.

There are opportunities for you to develop the Core Skill(s) of *Communication, Working with Others* and *Problem Solving* in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

If you use the Internet to conduct research you will also have opportunities to develop skills in *Information and Communication Technology (ICT)* and *Numeracy* depending on the variety of data gathered and how the data is presented.

You will be encouraged to undertake autonomous learning through research of current studies and behavioural strategies.

It is essential that you make reference to *National Care Standards (2005)*, *Pre-Birth to Three (2010)* *Building the Ambition (2014)* and other relevant legislation and policy guidance throughout this Unit.