

Unit title: Care and Feeding of Children and Young People
(SCQF level 5)

Unit code: HX1J 75

Superclass: PT

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Unit purpose

This unit enables the learner to examine the specific needs of a baby and continuing needs of a child, and how meeting these needs contributes to the holistic development of the child. The unit also provides the learner with the opportunity to examine issues in relation to feeding of babies and the provision of food and drink to children and young people within Early Learning and Childcare settings. Learners will also develop an awareness of appropriate practice in relation to provision of hygiene for children.

This unit is an optional unit in the Skills for Work Course in Early Learning and Childcare (SCQF level 5) and in the National Certificate Group Award: Early Learning and Childcare (SCQF level 6). The unit is suitable for learners who wish to gain employment, or may already be employed, in the Early Learning and Childcare sector working under supervision. Learners may wish to progress on to higher level Early Learning and Childcare qualifications.

Outcomes

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

- 1 Explain the importance of meeting the developmental needs of babies and children.
- 2 Explain the development of the feeding and weaning process in babies and children.
- 3 Explain the characteristics of appropriate provision of food and drink for children within Early Learning and Childcare settings.
- 4 Explain practice which promotes effective hygiene for babies and children.

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Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

Recommended entry to the unit

While entry is at the discretion of the centre there are a variety of prior learning experiences which are relevant to learners wishing to undertake this unit.

They may also benefit from having attained one of the following, or equivalent:

- ◆ Skills for Work Early Learning and Childcare National 4
- ◆ A course or unit in Care at National 4
- ◆ Courses or units in any relevant subject at National 4

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

Context for delivery

If this unit is delivered as part of a course, it is recommended that it should be taught and assessed within the subject area of the course to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. 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/46233.2769.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.

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.

Outcome 1

Explain the importance of meeting the developmental needs of babies and children.

Performance criteria

- (a) Identify the developmental needs of babies and young children.
- (b) Describe the benefits of meeting developmental needs of babies and young children.
- (c) Explain the role of the adult in the provision of appropriate environments, equipment and experiences to promote growth and development of babies and children.

Outcome 2

Explain the development of the feeding and weaning process in babies and young children.

Performance criteria

- (a) Describe the feeding patterns of babies at different developmental stages.
- (b) Describe the advantages and disadvantages of formula and breast feeding for the baby.
- (c) Explain the process of weaning and the factors affecting the process.
- (d) Explain the importance of the role of the adult in the feeding and weaning process.

Outcome 3

Explain the characteristics of appropriate provision of food and drink for children and young people within Early Learning and Childcare settings.

Performance criteria

- (a) Describe appropriate food and drink provision for children and young people.
- (b) Describe current national and local guidelines which may influence the provision of food and drink in Early Learning and Childcare settings.
- (c) Explain the importance of the role of the Early Learning and Childcare professional in providing food and drink for children and young people.

Outcome 4

Explain practice which promotes effective hygiene for babies and children.

Performance criteria

- (a) Identify procedures which prevent the spread of infection within the Early Learning and Childcare environment.
- (b) Describe hygiene routines used in the care of babies and children.
- (c) Explain the importance of the role of the Early Learning and Childcare professional in encouraging and promoting hygiene practices in babies and children.

Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

The evidence for all outcomes should be obtained under supervised conditions.

Outcomes 1(c); 2(d); 3(c); 4(c):

The learner must on at least two occasions, clearly explain the role of the adult/professional in meeting the needs of the baby/child.

National Unit Specification: Statement of standards (cont)

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Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this unit. Employability is a key aspect of Skills for Work and is present throughout the unit. In addition, there are a number of other skills that learners will be expected to improve on and develop as they undertake this unit, these can be drawn from the main skills areas listed below. These must be built into the unit where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

3 Health and Wellbeing

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.3 Physical wellbeing
- 3.4 Physical for, and making, choices and changes
- 3.5 Relationships

4 Employability, enterprise and citizenship

- 4.1 Employability
- 4.2 Information and communication technology (ICT)
- 4.3 Working with others
- 4.5 Leadership
- 4.6 Citizenship

5 Thinking Skills

- 5.1 Remembering
- 5.2 Understanding

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *National Unit Support Notes*.

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

Learners will gain an understanding of:

- ◆ The holistic developmental needs of the baby and young child.
- ◆ The benefits of meeting these needs for the child and the adult role.
- ◆ The feeding and weaning process and factors which may affect this.
- ◆ Factors which contribute to the provision of food and drink for babies and children in the Early Learning and Childcare environment.
- ◆ Hygiene routines necessary for the effective care of babies and children.
- ◆ The role of the Early Learning and Childcare professional in all of the above.

Outcome 1

Learners should get the opportunity to identify the developmental needs of babies and young children. The focus of the work should be in the age range 0–3 years and for ease of study it may be relevant to split this into specific age ranges, ie 0–18 months, 18 months–3 years.

Physical, social, emotional, cognitive and language developmental needs should be covered and the learner should develop an awareness of how the needs inter-relate and the holistic development of the baby and child.

Some of the needs that should be covered include:

- ◆ love
- ◆ affection
- ◆ nutrition
- ◆ warmth
- ◆ sleep
- ◆ rest
- ◆ hygiene
- ◆ exercise
- ◆ exploration
- ◆ praise and encouragement
- ◆ intellectual stimulation
- ◆ fresh air
- ◆ socialisation
- ◆ discovery
- ◆ play
- ◆ communication
- ◆ safety
- ◆ praise and encouragement

Learners may also wish to consider the need for access to appropriate health care, eg developmental screening and immunisation.

The benefits of meeting developmental needs should also be discussed with some input in relation to the possible consequences to the baby and young child of not meeting developmental needs, ie failure to thrive, delayed development, poor language skills, etc.

The role of adults in meeting the developmental needs should also be examined. This may include:

- ◆ Provision for appropriate environments considering health and safety
- ◆ The adherence to parental/carer's wishes
- ◆ The adult's selection of appropriate resources/experiences to promote development
- ◆ Demonstration of appropriate values and principles.

Learners may wish to explore their role in relation to what would be appropriate in the preparation of the environment and provision of equipment and experiences for specific ages of babies and young children.

Outcome 2

Learners should explore the patterns of feeding that are consistent with children in the age range 0–3 years. This may involve work around specific ages and developmental stages of the baby and child and would include the development of feeding patterns such as the progression from milk onto the gradual, then complete introduction of solid foods. Learners should be given an awareness of general patterns of feeding for the young child and current recommendations from professionals. This may also be the opportunity to debate issues such as demand feeding as opposed to a regular feeding routine, and variations or feeding difficulties that may arise.

Learners should get the opportunity to compare the advantages and disadvantages of breast feeding and formula feeding. They should be aware that breast milk is the ideal milk recommended by professionals. However, it should be stressed that parental choice prevails at all times and learners could explore the range of reasons for parents choosing breast or bottle feeding.

Learners may also get the opportunity to discuss variations and use of milk types. The opportunity to prepare formula milks according to instructions would also be advantageous.

The process of weaning should also be examined, this could include discussion as to recommendations by professionals and the actual process of weaning such as the:

- ◆ optimum age to commence weaning.
- ◆ gradual introduction of solids into the all milk diet.
- ◆ choice and preparation of appropriate foods.
- ◆ introduction of runny, thick, lumpy, fine/roughly chopped foods.
- ◆ progression from sucking to chewing of solid foods.
- ◆ variety of foods and introduction of new tastes.
- ◆ temperature of foods.
- ◆ appropriate quantities.
- ◆ technique of feeding, eg bottle and cup, spoon feeding, etc.
- ◆ increasing independence.
- ◆ transition to 'normal' food.

Factors that affect the process of weaning should also be explored, these could include:

- ◆ the age of the baby
- ◆ weight of the baby
- ◆ family culture and influences
- ◆ advice from others
- ◆ additional support needs
- ◆ social trends

The role of the adult in the process should be considered as paramount. Feeding times should be enjoyable experiences and the attitude of the carer can influence the process. The way in which the attitude, qualities and skills of the carer can affect the level of relaxation and enjoyment during weaning should be examined in relation to how this may influence future feeding patterns.

Focusing on the development of the whole child will ensure learners are aware that meal times not only provide for physiological needs but that social interaction, social skills, independence, language, and learning about textures and tastes are all essential aspects of successful feeding and weaning.

Outcome 3

Learners should get the opportunity to discuss what would be considered as appropriate food and drink within Early Learning and Childcare settings. This may include breakfast provision, main meal and/or snack provision, depending on the type of setting. The actual appropriateness of food and drink provision should also be explored in relation to the:

- ◆ ages of children in the setting: 0–3 years, 3–5 years, 5–8 years, 8–12 years.
- ◆ nutritional requirements of different age groups.
- ◆ portion size/age of child.
- ◆ nutritional content.

- ◆ cost of food and drink.
- ◆ availability of food and drink.
- ◆ preparation of food and drink.
- ◆ presentation of food and drink.
- ◆ special dietary requirements of individuals in relation to cultural/health needs (eg vegetarian diets, Muslim, Jewish, Hindu, Coeliac condition, Diabetes, obesity, allergy, etc).

Learners should also be aware of any current guidelines that influence the provision of food and drink within Early Learning and Childcare settings. This may involve work in identifying national guidance and recommendations.

Locally devised guidance documents may also be available for those involved in the feeding of young children in Early Learning and Childcare settings. Learners should be aware of any recommendations and restrictions these may impose.

Learners should also look at the actual role of the Early Learning and Childcare professional in providing food and drink. They should consider the developmental opportunities which may arise from provision within the setting. The role may involve:

- ◆ encouraging personal choice and selection opportunities
- ◆ encouraging independence
- ◆ introducing a variety of tastes, textures
- ◆ opportunities for socialisation
- ◆ language development opportunities
- ◆ introduction of food and drink from a variety of cultures
- ◆ linking the snack/meal time to curricular activities, ie festivals, themes and other special occasions
- ◆ encouraging a healthy diet

Outcome 4

Learners should be aware of procedures adopted within Early Learning and Childcare settings which prevent the spread of infection. Work in this area may involve discussion in relation to:

- ◆ consistent stringent hand washing.
- ◆ care and maintenance procedures for equipment.
- ◆ procedures for waste disposal.
- ◆ procedures adopted to ensure cleanliness of specific areas, ie toilets/nappy change areas, snack/eating areas.
- ◆ procedures for effective food safety.

The learner should get the opportunity to confirm what is considered to be 'good practice' within settings. This could be based on policy guidelines available from settings or personal experience. Some work could be done to confirm formal requirements or guidelines within Early Learning and Childcare settings, eg health and safety requirements or inspection of premises for registration requirements, although the depth of work would depend on whether or not the learner has explored this in relation to other units.

Learners should then get the opportunity to explore specific hygiene routines used in the care of babies and children. Routines could include how the learner would:

- ◆ care for the skin, hair, teeth, nails as appropriate to the age of the child and the setting.
- ◆ undertake nappy changes.
- ◆ deal with a child who has soiled.
- ◆ encourage good personal hygiene in children within different age groups.
- ◆ meet the hygiene needs of a child with additional support needs.

Consideration should be given to the variations in care required for children of different ages, for example hygiene routines for the young baby may include 'topping and tailing' bathing, etc and also the need for privacy to encourage good personal hygiene practices in children aged 8–12. Learners should also be aware of the range of hygiene routines that may be appropriate in a variety of settings, for example domestic settings, day care, nursery school/class, primary school, out of school clubs. Consideration should also be given to the particular care needs of children who have additional support needs.

Learners should also be aware of any signs when dealing with a child which could indicate conditions or ailments that could require different or additional care to prevent the spread of infection. Learners in these instances should appreciate the importance of reporting, informing parents/carers and adhering to the policies of the setting.

Generic statements for Skills for Work: Early Learning and Childcare Units

National 5

Children and Young People

- ◆ Baby (birth to 18 months)
- ◆ Toddler (18 months to 36 months)
- ◆ Young Child (3–5 years)
- ◆ Child (primary school age)
- ◆ Teenager (secondary school age)

The learner should have the opportunity to consider pregnancy as it impacts on the development and wellbeing of the child and young person.

Each child and young person 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 or teenager.

Development

Studying aspects of development highlights the fact that development starts during pregnancy and learning and play from birth. Learning and development should be considered as a continuous action; one which a new born baby does instinctively from birth and continues for each individual at their own rate and pace.

Some of the principles to be considered are:

- ◆ All children develop at different rates, but developmental milestones usually follow the same sequence.
- ◆ The development of the child is integrated and although aspects of development are studied separately it is important to recognise that children develop in an integrated holistic way.
- ◆ The development of the child is often measured against a 'norm', which is useful in providing a broad framework for the study of child development. It should be pointed out to learners that this may also have a negative side in that children who fall outwith the norm might be labelled as different.
- ◆ Development is determined partly by heredity and partly by the environment.

Development is holistic. Children and young people grow and acquire skills in all aspects of development as they mature. For example, as they acquire physical skills they will also be developing language and cognitive, social and emotional skills.

Aspects of development

- ◆ Physical development relates to the development of the body. Milestones relate to the development of gross motor and fine motor skills and changes in the body at puberty.
- ◆ Social and Emotional development is learning about feelings and relating with other people in socially appropriate ways. Milestones relate to expressions of emotion, awareness of other people and appropriate reactions to them.
- ◆ Cognitive development is the development of the mind or the thinking part of the brain. Milestones include the development of concepts and memory.
- ◆ Language development is about learning to speak and communicate. Milestones include early babbling, using single words, holding conversations, and debating from a reasoned point of view.

Children's rights

Learners should always have the opportunity to consider the rights of children and young people in relation to the unit. They should consider the importance of knowing and respecting all children and young people as individuals, and that the prime role of all Early Learning and Childcare services is to promote the development and wellbeing of children and young people.

Additional support needs

Within the delivery of the unit being studied, learners should always have the opportunity to consider the impact of the topic on children and young people with an additional support need. Children and young people may have additional needs for a variety of reasons: disability and health needs; family circumstances and social and emotional factors. These may be relatively minor or life altering; short term, long term or ongoing, and therefore should be considered within each unit delivery.

Personal reflection

During each unit, learners should be encouraged to consider their own personal development and how well they are improving and enhancing their employability skills for working in Early Learning and Childcare.

Guidance on approaches to delivery of this unit

In delivering this unit there should be a balance between teacher/lecturer presentation and learner centred learning. Outcomes 1, 2, 3 and 4 can be explored using a variety of methods:

- ◆ small group exercises
- ◆ case studies
- ◆ worksheets
- ◆ individual research, including using the internet
- ◆ video/audio material
- ◆ examination of relevant policies, procedural documentation from appropriate settings
- ◆ demonstration of some practical activity, ie preparation of formula feeds, sterilisation of equipment, hygiene routines, preparation of simple snacks
- ◆ use of relevant visiting speakers
- ◆ visits to Early Learning and Childcare settings to establish policy and procedures adopted
- ◆ Information communication technology

Guidance on approaches to assessment of this unit

Evidence can be generated for some or all of the outcomes using the following types of assessment, such as:

- ◆ Practical activity — real or simulated
- ◆ Peer assessment or group tasks
- ◆ Case study
- ◆ Leaflets, booklets and posters
- ◆ Mind maps and floor books
- ◆ Presentations
- ◆ Reflective journal
- ◆ Role play, drama, creative activity
- ◆ Practical simulation observation
- ◆ Short answer questions/multiple choice tests — digitally if available
- ◆ Digital evidence such as an e-portfolio, website, blog, wiki, video, digital platform
- ◆ SOLAR Assessment

Evidence can be generated using many different types of assessment. These are suggestions only. There may be other methods that would be more suitable to learners and their needs. Evidence can be generated holistically across the outcomes or individually. There may also be opportunities for integration of assessment across units within the group award.

The assessment requirements for this unit are laid out clearly in the evidence requirements section of the statement of standards of this specification. The standard to be applied is exemplified in the assessment support pack for this unit. If a centre wishes to design its own assessments for this unit, they should be of a comparable standard. Assessment should be carried out under supervision.

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.

It is important to include evidence where learners have reflected on their learning and implementation and ways that they may have gained feedback from others.

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 Skills

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 4.

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the teaching and learning process. In this unit, learners will be working co-operatively with others in carrying out a practical investigation into the caring skills needed to work as an Early Learning and Childcare professional. *Problem Solving* will be a key element of the work as the learners will decide what information needs to be gathered.

General information for learners

Unit title: Care and Feeding of Children and Young People
(SCQF level 5)

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 enables you to develop an understanding of the needs of babies and young children, the benefits of meeting these needs and the role of the adult. You will learn feeding patterns of babies and young children and the role of the adult as well as national and local guidelines in Early Learning and Childcare settings. You will also learn hygiene procedures and the importance of hygiene routines and the role of the professional in Early Learning and Childcare settings. You may be assessed in a variety of ways.

This unit is an optional unit in the National Course in Early Learning and Childcare (SCQF level 5) and in the National Certificate Group Award: Early Learning and Childcare (SCQF level 6). The unit is suitable for you if you who wish to gain employment, or may already be employed, in the Early Learning and Childcare sector working under supervision. You may wish to progress on to higher level Early Learning and Childcare qualifications.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when you achieve the Unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 4.

Administrative information

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History of changes to National Unit Specification

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 4 embedded.	February 2018

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