Level 3 Children's Care, Play, Learning and Development: Practice and Theory

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Principles and theories that Influence Children's Care, Learning, and Development in the 21st century in Wales and across the UK.</th>
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<tbody>
<tr>
<td>GLH</td>
<td>220 (22 credits) Just knowledge builds on Level 2 CCPLD core and Level 3 CCPLD practice</td>
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**Aim:**

This component within this qualification will equip learners with knowledge and understanding of the principles and theories that Influence Children’s Care, Play Learning, and Development.

Learners will gain knowledge and understanding in this unit which will build on knowledge gained in the CCPLD core qualification (and Level 2 CCPLD: practice and theory) and compliment the practical and theoretical learning developed in the practice component of this qualification.

The Content will focus on principles and theories that influence how children develop and how the childcare sector can respond to all the needs of individuals.

**External Assessment:**

- Component A 20% examination: traditional style 120 minutes timetabled examination which includes a range of question types
  - This component will assess all content taught as part of LO1-6 as detailed below

- Component B 10% research task/extended essay
  - Skills and knowledge will be developed by the learner to carry out this assessment via LO7 as detailed below

**Overview**

All content is mandatory and will focus on the following key areas:

- Children's health
- Children's learning and development
- Factors affecting health, well-being, learning and development
- How children's care, play learning and development environments can meet the needs of children in the 21st Century including
- Contemporary thinking in children's care, play learning, and development provision. (WG initiatives and policies such as Flying Start programmes, Foundation Phase learning, ALN bill, health promotion etc.)
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Assessment criteria</th>
<th>Taught content</th>
<th>Exemplification</th>
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<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner can:</strong></td>
<td><strong>Learners must be taught the following content:</strong></td>
<td>(in addition, see Guidance for Teaching)</td>
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</table>
| **LO1** Be able to analyse and apply knowledge of stages and sequences of physical, language, cognitive, emotional and social development in children from conception to age 19 years. | **AC1.1** Apply knowledge of the variables; stages, rates and sequences of all areas of development birth to 19 years | - neurological and brain development  
- speech, language and communication  
- physical  
- social and emotional  
- intellectual.  
- what is behaviour  
- behaviour management  
- factors affecting behaviour  
- managing behaviour. | Sequences: the order in which a child’s develops and achieves established milestones but understand that some children develop at different rates due to external factors conform to the norms.  
- Growth spurts  
- How do we manage behaviour (various strategies such as rewards and what Skinner suggests – negative and positive reinforcement) in different situations – home, school and within the community  
- Need to know services that maybe involved with supporting human behaviour – statutory and voluntary such as Social Services – Tim Teulu, TAC, Homestart. |
| **LO2** Be able to identify and analyse factors that may impact upon children’s health and specific areas of development pre conception to age 19 years. | **AC2.1** Identify and analyse health related factors that may impact upon development pre conception to age 19 years | - pre-conception: general health of parents  
- during pregnancy: folic acid, toxoplasmosis, foetal alcohol syndrome, drugs, diet  
- hereditary health issues  
- Illness and disability; social and medical models, genetic, trauma  
- nutrition and hydration  
- puberty, drug misuse, relationships, needs of an adolescent  
- access to services; availability in different areas in Wales; due to different allocation of funding/locality. | Learners need to have an in-depth understanding of factors that affect development 0-19 years and know that some effects can be short and some long long-term.  
Know the impact the environment can have through the life stage 0-19 years  
Understand factors physical, social, cultural and environmental factors affecting development  
Learners should be able to identify factors impacting on children’s development and give examples of potential effects that different factors can have |
## AC2.2 Identify and analyse environmental factors that may impact upon development pre conception to age 19 years

Learners need to have an awareness of the impact of experiences in the short and long term:
- parents; different family structures and family styles
- attachment
- developing secure relationships
- adverse childhood experiences
- poverty: inadequate diet
- housing, environment
- access to technology, social media, cyber bullying, e-safety
- mass media, self-image, growth mindset
- work life balance
- exercise
- cultural differences.

## LO3 Know and understand the procedures for providing routine and non-routine healthcare from pre-conception - 19 years.

### AC1.1 Describe routine screening programmes from pre-conception to 19 years

- genetic testing
- ante-natal care: checks, tests, scans: routine and non-routine
- milestone development checks
- immunisation programmes
- pre-school health checks and boosters
- school age screening: teeth, eyes, hearing, height and weight, etc.
- non-routine healthcare and medical intervention for a range of child health conditions eg. asthma, diabetes, epilepsy, cystic fibrosis, severe allergies.

### AC1.2 Describe monitoring and testing of children with additional health care and learning needs or disabilities.

Types of parenting styles: authoritative, authoritarian, permissive, neglecting and helicopter

- Being a young carer
- Identify and know the nutritional requirements of children and young people 0-19

The positive and negative impact of the various technological products should be considered:
- interactive computer programmes
- digital toys
- laptops/tablets
- educational apps
- portable devices

Learners should have knowledge of Bronfrenbrenner and his eco system – the nucleus and inner circle are direct, outside the home and school influences, government etc.

- Quality care and communication
- Good health/public health strategies
- Common illnesses, disease and disorders
- Infection prevention and control
- Welsh Government screening services, Screening for Life including Antenatal Screening Wales, Newborn Hearing Screening Wales, Newborn Bloodspot Screening Wales.
- Public Health Wales
- 7 Aims for Children in Wales and links to health
- Primary Health Care.
- Child centered services
- Multi-agency working
- The importance of accurate and timely diagnosis.
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<tr>
<th>LO4 Know and Understand how learning can be inclusive.</th>
<th><strong>AC4.1</strong> Identify different learning styles and how these can be met.</th>
<th>Learning styles</th>
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<td>• Verbal/Auditory</td>
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<td>• Visual</td>
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<td>• Kinisetic</td>
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<td>• Oral</td>
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<td>• Logical</td>
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<td>• Social</td>
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<td></td>
<td>• Solitary</td>
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<td></td>
<td>• Emotional intelligence</td>
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<td>• Sensory learning.</td>
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**Differentiation**
- Ensuring a range of activities are made available
- Various pedagogical styles need to be included in teaching children – practical, group work, paired work, digital literacy systems, presentations, discussions and one to one teaching
- Monitoring and observation to make informed decisions
- the function and writing and review procedures for:
  - Personal play plans
  - Personal learning plans (ILPs)
  - Personal behaviour plans (PBP)
  - Know the role of the practitioner.

| Learners need to |
|---|---|
| | • be Aware of own learning styles |
| | • know how to carry out their own VARK online and work out how best to accommodate their learning style. |
| | • Be able to Explain what VARK is and what are the learning styles it represents |
| | • know the importance of engaging all senses in young children |
| | • know how to support children’s development by providing activities linked to the children's learning style |

**Additional needs to include:**
- MABLE – most able, MAT learners (more able and talented)
- Specific needs eg. Dyspraxia, dyslexia, vision impairment, down syndrome, auditory, SD autistic spectrum disorder
- behavioural issues: ADHD
- Others: adults, peers, siblings
- Able to explain the type of activities that need to be considered within planning
- explain the planning cycle within the Early years/national curriculum and how different learning styles are considered –
- Forest School Initiative and beach schools
<table>
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<tr>
<th><strong>AC4.3</strong> Show in depth knowledge of how play can support the development of children with differing needs and learning styles.</th>
<th>Stages of play: Solitary, parallel, adult led, co-operative, competitive play  How to achieve a balance of child initiated and child led play  • Benefits to children’s learning and development of involving others in children’s play.  • Indoor and outdoor environments and how they contribute to learning play and development.</th>
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<tr>
<td><strong>AC4.4</strong> Justify the importance of early intervention and needs assessment when meeting children’s additional needs.</td>
<td>Models of intervention: flying start, 1:1 support, SEN register  Local services - Tim plant Anabl and Tim Teulu (as available in their areas)  Potential effects of late diagnosis of issues</td>
<td>Local and national services.  Children in Wales, Families First, Learners need to understand the impact of the (i) Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ii) Welsh Government ALN Transformation Programme</td>
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<td><strong>AC4.5</strong> Use knowledge and understanding of the need for challenge, inclusion and differentiation to inform practice and bring about change</td>
<td>Learners need to have knowledge of  • inclusion  • equality  • diversity  • discrimination.  • challenge: overcome stereotypes  • differentiation: so accessible for all  • Child centred approach.  And how this is achieved in practice/in the work placement setting</td>
<td>Equality Act 2010  Childrens act 1989/2004  UNCRC  Social Services well-being Act  Future generation Act  British Citizenship  Effects of discrimination</td>
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<td>LO5 Understand Contemporary thinking in children's care, play learning, and development provision.</td>
<td>AC5.1 Discuss and explain how theoretical perspectives on children's care, play learning, and development and know how this can inform practice.</td>
<td>AC5.2 Discuss and explain how philosophical approaches on children's care, play learning, and development and how they can inform practice, and support development.</td>
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<td>Reggio Emelia approach</td>
<td>Steiner</td>
<td>home education, national initiatives.</td>
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<tr>
<td>Montessori,</td>
<td>Early years Curriculum Foundation phase National Curriculum Child initiated adult led Continuous, enhanced provision and focussed tasks.</td>
<td>Learners need to be aware of how frameworks are used to inform planning and know how to plan engaging activities that develop specific areas</td>
</tr>
</tbody>
</table>
| **AC5.4** Discuss and Explain the impact of current legislation and government initiatives on children’s care, play, learning and development | **The importance of:** | **Person centered approaches**  
Referral and intervention models  
Importance of multiagency working  
Learners need knowledge and understanding of the process:  
- Early identification may happen from birth. NHS will identify any Global delays  
- Early years and schools: Graduated Response will pick up any areas of weakness – the child will be placed on the Early Years Action and if no progress is made the child will be placed on the early Years action plus - the parents will be notified by the setting and the first step will be to gain permission from the parents to place the child on the SEN register.  

| **LO6** Know the role of the practitioner when assessing and meeting the needs of children. | **AC6.1** Know and Understand the need for reflection to inform and improve practice  
| **AC6.2** Know and understand the process of the observation cycle to inform future support and practice  
| how professionals need to adhere to changing sector policy and how the adapt practice accordingly  
Different methods of observation  
Different purpose of observations  
Risk assessments  
Challenge  
Suitability  
Evaluate national and local initiatives which promote children’s care play learning and development.  
Reflection of personal practice – positive and negative experiences. Learning and development  
Theories and models of reflective practice • and learning styles – KOLB learning cycle and In practice and On practice (Donald Schon), Honey and Mumford – first learner is the reflector.  
Completing observations. Comparing to norms, continuity of care and development. |
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<tr>
<th>LO7 Be able to understand and investigate current issues in children’s care, play, learning and development.</th>
<th>AC7.1 Propose and plan research into a current issue in children’s care, play, learning and development</th>
<th>Importance of reflection as a tool for self-improvement and also for improving the service offered</th>
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<tbody>
<tr>
<td>AC6.3 Understand the role and use of assessment frameworks when planning activities to meet the needs of all</td>
<td>Baseline assessments: such as compact profile, full assessment profile etc.</td>
<td>The role and importance of effective practice</td>
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<td>AC6.4 Demonstrate knowledge of assessment frameworks and child development when planning activities to meet the needs of all</td>
<td>To establish whether, all children’s needs are met? Awareness of norms. Best use of resources</td>
<td>Methods of reflective practice</td>
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<td>• How to plan inclusive activities</td>
<td>Have awareness of what works in one children’s care play learning and development setting may not work for all or for all types of children</td>
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<td>• Factors to consider when planning</td>
<td>Know strategies to ensure all activities meet children’s needs</td>
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<td>• Plan activities to address a wide spectrum of needs within a set environment</td>
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<td>• Know how the adapt activities as needs and requirements change.</td>
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<tr>
<td>LO7 Be able to understand and investigate current issues in children’s care, play, learning and development.</td>
<td>AC7.1 Propose and plan research into a current issue in children’s care, play, learning and development</td>
<td>Current issue e.g.</td>
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<tr>
<td></td>
<td>• Scope and range of research</td>
<td>• Significant to the sector</td>
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<td>• Rationale for research</td>
<td>• Significant to the child</td>
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<td></td>
<td>• Setting a hypothesis</td>
<td>• Sustainability</td>
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<td></td>
<td>• Setting project aims</td>
<td>• Economic</td>
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<td></td>
<td>• Timescales</td>
<td>• Technological</td>
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<td></td>
<td>• Sequencing of activities</td>
<td>• Media related</td>
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<td></td>
<td>• Methodology</td>
<td>• Social</td>
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<td></td>
<td>• Presentation.</td>
<td>• Ethical.</td>
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<td>Learners will need to develop skills to clearly set out and carry out a research task.</td>
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| AC7.2 Investigate current issues in children’s care, play, learning and development | • Use research tools  
• Primary/secondary  
• Questionnaires  
• Interview questions  
• Focus group questions  
• Recording documentation. | Learners need to use techniques and skills to monitor project progress and make amendments as required. Learners will need to use prior learning from sample activities. Learners will need to know different ways of conducting primary research and understanding issues associated with different methods. They will apply their understanding to the design of research tools used to record information. |
|---|---|---|
| AC7.3 Analyse and evaluate current issues related children’s care, play, learning and development | Collate data  
• Display/present data  
• Identify trends, patterns and causal relationships  
• Use of ICT software  
• Connect ideas  
• Draw conclusions  
• Make justified recommendations where appropriate. | Learners need to demonstrate application of mathematical and statistical techniques in the analysis and presentation of collected data. They must learn to extract findings from research and present them in different ways to suit the audience. Learners need to develop skills and techniques so that they can evaluate information throughout the process of a research project. Consideration should be given to all content listed throughout the learning experience. Learners should develop sufficient understanding of issues to draw evidence based conclusions from research that highlight and demonstrate understanding of the issue being investigated. |