



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

GUIDANCE FOR TEACHING

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1. INTRODUCTION

The WJEC Level 3 Children's Play, Learning and Development: Practice and Theory qualification, approved by Qualifications Wales for first teaching from September 2020, is available to:

- schools that deliver to Post 16 age group
- further education colleges/providers.

It will be awarded for the first time in Summer 2021.

The full set of requirements is outlined in the specification which can be accessed on the Consortium website. <https://www.healthandcarelearning.wales/qualifications/>

The Guidance for Teaching includes a suggested programme of study, which may be used as a foundation to develop a scheme of work.

In addition to this Guidance, support is provided in the following ways:

- specimen assessment materials
- face-to-face and online CPD and online events
- examiners' reports on each question paper
- free access to past question papers and mark schemes
- free online resources
- Exam Results Analysis
- Online Examination Review.

Teachers/Tutors/Lecturers also have direct access to the subject officer for the qualification. They will be able to answer questions about the specification requirements. Contact details can be found on the website.

2. AIMS OF THE GUIDANCE FOR TEACHING

The principal aim of the Guidance for Teaching is to support teachers in the delivery of the WJEC Level 3 Children's Care Play Learning and Development specification and to offer guidance on the requirements of the qualification and the assessment process.

The Guidance is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting activities tailored to the needs and skills of their own learners in their particular institutions.

The guide offers assistance to teachers with regard to possible classroom activities and links to useful digital resources (both our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging learning.

The Level 3 Children's Care, Play, Learning and Development: Practice and Theory qualification will enable learners to develop and demonstrate their knowledge, understanding, behaviours, skills and practice within a children's care, play, learning and development setting.

Learners will be able to demonstrate that they:

- understand, and apply in practice, the principles and values which underpin children's care, play, learning and development
- understand, and apply in practice, child-centred approaches to care, play and learning
- promote and support child development through their own practice
- evaluate research and theories to support practice
- are aware of key policies within the sector and how these affect service development and delivery
- work in partnership with children, their families, carers and a range of professionals
- reflect on practice to continuously improve
- apply a range of problem-solving techniques
- use literacy, numeracy and digital competency skills as appropriate within their role.

The knowledge, understanding and skills a learner is required to achieve within this qualification builds on the knowledge content of the Level 2 Children's Care, Play, Learning and Development: Core qualification.

Please note that it is a requirement set out in the Social Care Wales Qualification Framework for Social Care and Childcare that an individual working within the children's care, play, learning and development sector will need the Level 2 Children's Care, Play, Learning and Development: Core and one of the following qualifications to work within specific job roles:

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

3. OVERVIEW OF THE SPECIFICATION ASSESSMENT OBJECTIVES

To achieve the Level 3 Children's Care, Play, Learning and Development: Practice and Theory qualification learners must achieve a minimum of 72 credits in total:

- 30 credits must be achieved from the Mandatory Group 1
- A minimum of 4 credits must be achieved from Optional Group A
- The balance of 16 credits can be achieved from units in Optional Groups A, B or C
- 22 credits must be achieved from Mandatory Group 2.

A minimum of 720 guided learning hours is required for this qualification.

Practice element:

Learners must successfully complete:

- an externally set, internally marked set of tasks
- a portfolio of evidence
- a professional discussion.

Assessment approach

The level 3 Children's Care, Play, Learning and Development: Practice qualification will be internally assessed through a series of assessment activities.

- A set of **structured tasks** will be used to gather assessment evidence for the majority of the mandatory content, and to provide a framework for collection of the required evidence for units selected from optional Groups A and B. These tasks will consist of candidates being observed supporting the learning and development of children through the completion and evaluation of four observations, followed by the planning of four separate developmental activities and the conducting of those activities.
- A **portfolio of evidence** will be kept alongside the structured tasks. The purpose of the portfolio is to provide evidence for any units/outcomes that are not likely to be observed through the structured tasks or covered during the discussion. This will include underpinning elements from within the mandatory content, where evidence is most likely to come from that observed in or inherent in day-to-day practice. The portfolio will also include evidence from the optional Group C units, where evidence cannot be generated readily from within the framework of tasks.
- The assessment approach will be finalised by the candidate delivering a final evaluation of their activities through an assessor-led **professional discussion**, which will focus on the candidate's reflections and learning from promoting and supporting children's play, learning and development through their practice.

Mandatory Group 2:

Unit 330 and Unit 331 Mandatory Group 2 complements the units in Mandatory Group 1 of this qualification and in the Children's Care, Play, Learning and Development: Core qualification, whilst giving learners the opportunity to gain additional knowledge in relation to areas which are not available within the other mandatory and optional units in this qualification.

Unit 330: Principles and theories that influence children's care, play, learning and development in the 21st century in Wales includes five main topic areas:

- supporting holistic development 0-19 years
- positive behaviour approaches to support holistic development
- healthcare provision available in Wales from conception to 19 years and how it supports health and well-being
- the principles to ensure inclusive learning for all children 0-19 years
- the impact of traditional and contemporary thinking on children's holistic development.

The unit content extends the knowledge and understanding that learners will acquire through completion of their chosen practice units and introduces additional topics to reflect the wider needs of the children's care, play, learning and development sector. Learners will gain knowledge and understanding of children's care, play, learning and development, covering the entire age range of 0-19 years. This will build on and consolidate knowledge and understanding gained during their work placement which is focused on children aged 0-8 years (or a subsection within this age range).

Learners will gain knowledge and understanding of how different health, early years and education settings can promote and support health, well-being and development, 0-19 years. This will give learners the opportunity to broaden their knowledge and understanding as their work placement opportunities may be limited to one or two settings.

In addition, as the unit includes a focus on the health aspects of children's care, play, learning and development, learners will gain knowledge and understanding of the role and value of many different areas within the health care sector. This will extend knowledge and understanding of health care services, professionals that work within the services and give learners an insight into employment opportunities as well as further qualifications within the health care sector that they may wish to pursue on completion of this qualification.

Unit 331: Investigating current issues in children's care, play, learning and development in Wales requires learners to investigate a contemporary issue for the sector.

This unit does not contain any additional content. To complete the assessment, learners will draw on knowledge and understanding gained through completion of Unit 330 and their chosen practice units.

The content and assessment of this Mandatory Group 2, Units 330 and 331 will ensure learners are able to:

- demonstrate knowledge and understanding of a range of key concepts, values and issues that are relevant to children's care, play, learning and development settings and contexts
- apply knowledge and understanding to analyse evidence-based practices (their own and those of others) within children's care, play, learning and development
- research and evaluate theories and practice that relate to children's care, play, learning and development and reflect on how they can influence practice.

To help learners understand the requirements of external examination questions, the following set command verbs will be used:

Level 3 CCPLD Practice and Theory: External Assessments		
The following commands will be used within the external assessments		
AO	Command	Requirements of response
AO1	Define	Give the exact meaning of
	Describe	Provide characteristics/main features or a brief account
	Give	Provide/name/select/recognise brief facts or examples (from a given source or from recall)
	Identify	As for 'give'
	List	As for 'give'
	Name	As for 'give'
	Outline	Set out the main points/provide a brief description or main characteristics
	State	As for 'give'
	Suggest	Put forward an idea, reason or course of action
	Summarise	Select and present the main points (without detail)
AO2	Analyse	Examine an issue in detail; how parts relate to whole, to explain and interpret
	Apply	Use knowledge and understanding of a theory or concept and relate it to a specified context
	Describe Discuss	Provide details of an effect or impact, i.e. what has changed/happened Examine an issue in detail/in a structured way, taking into account different ideas
	Explain	Provide details and reasons for how and why something is the way it is
	Show	Make clear how a concept or theory works in a particular context
	Use	Apply the information provided to a particular theory or concept
AO3	Advise	Suggest a proposal or course of action based on supported reasons
	Assess	Make an informed judgement
	Compare	Identify and comment on/explain similarities
	Consider	Review and respond to given information
	Contrast	Identify and comment on/explain differences
	Distinguish between	Identify and explain the differences between ideas or topics
	Evaluate	Make a judgement by weighing up evidence to come to a conclusion
	Examine	Inspect thoroughly, in detail and draw a conclusion
	Investigate	Study in detail and draw a conclusion
	Justify	Support a case with evidence/argument
	Recommend	Put forward a proposal based on reasons/evidence
	Reflect	Evaluate and/or consider

4. Programme of Study (based on approx. 6 hours delivery per week)

This programme of study provides one possible approach to the course. It is not designed to be prescriptive and centres are free to structure the course in the way that best suits their individual circumstances. If there is more than one teacher delivering the course, the programme can be tailored to their individual specialisms.

The activities within this guidance, where possible, adopt an applied and purposeful approach to learning.

Mandatory Unit 330: Principles and theories that influence children's care, play, learning and development in the 21st century in Wales

Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 1: Supporting holistic development from 0-19 years</p> <p>AC 1.1</p>	1	<p>Development 0-19 years and how areas interrelate as part of holistic development</p> <p>Introduce the unit objectives and assessment process. Discuss the importance of practitioners having a sound knowledge of the general stages of development 0-19 years and the factors affecting development.</p> <p>Progress to develop learner's knowledge of holistic development 0-19 years and the expected patterns and range of developmental milestones, including: physical development, intellectual development, language, speech and communication development, emotional and social development.</p> <p>Discuss the areas of development and how they interrelate. Focus the class discussion on the areas of children's development, general patterns of growth and development, and the range of social development changes and transitions in children aged 0-19 years. Discuss the benefits of social interaction through a range of experiences and social learning opportunities e.g. home environment, childcare settings, educational settings, sport and leisure environments etc.</p>	<p>Coloured sorting cards for each age group (5) with examples provided</p> <p>Large A3 paper and coloured pens for milestone chart plans</p>	<p>Each learner to participate in summarising and speaking to feedback to the class for discussion</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Learners to develop a milestone developmental chart for expected social development of children 0-19 years</p>

	<p>Activity:</p> <p>Learner to create sorting cards in small groups to classify a range of ages and expected social development milestones e.g:</p> <ul style="list-style-type: none"> • 0-2 years: facial expressions of emotion, stranger anxiety • 3-6 years: develops imagination, social friendships • 7-11 years: develops concept of social behaviour and morals • 12-15 years: develops identity, ideas of acceptance and conformity • 16-19 years: change in personal and gender relationships, develops independence and responsibility in personal social behaviours etc. <p>Each group to summarise and feedback to class for discussion.</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • What differences would you expect to see in the social developmental needs of children? Compare expectations of social development from a two-year-old to that of six-year-old children for example. What are the reasons for these differences? • What changes or transitions can occur within a child's life to impact on their social development? e.g. peer groups, friendships, family, settings and group activities. <p>Assessment task:</p> <p>Learners to plan and develop a milestone developmental chart for the expected social development of children 0-19 years.</p> <p>Identifying the benefits of social interaction through a range of experiences and social learning opportunities e.g. children aged 0-2 years, 3-6 years, 7-11 years, 12-15 years and 16-19 years.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 1: Supporting holistic development from 0-19 years</p> <p>AC 1.1</p>	2	<p>Focus on the range of emotional development milestones in children aged 0-19 years. Discuss the range of experiences at different stages including developing the ability to recognise, express and manage feelings at different stages in childhood and adolescence e.g. building strategies for social understanding, having empathy for others, managing emotional situations, positive and negative experiences etc.</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • What activities can you suggest will help children to express their feelings? List and explain your choice. • What type of activities can help improve children's relationships and help them to build resilience? List and explain your choice. <p>Assessment task:</p> <p>Learners discuss in groups a range of supportive strategies for children's emotional development and add ideas to the A3 sheets placed on each table, using photos of children to support discussions. The strategies may relate to experiences, initiatives or programmes used within practice e.g. supporting children through reassurance, comforting, building resilience, circle time, opportunities for expressing thoughts and feelings, supporting mental health, anxiety, friendships, family circumstances etc.</p>	<p>A3 sheets and coloured pens (5) for group activity</p> <p>Large A3 paper and coloured pens for milestone chart plans</p> <p>Range of photos of children of different ages to aid discussion</p>	<p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Each group to share knowledge and understanding from the activity. Feedback and contribution to the task and discussion with further viewpoints</p> <p>Completion of the individual development milestone chart and the role of the adult in supporting emotional development</p>

	<p>Split class into five groups: one age group allocated per group: different coloured pen for each group. Learners to rotate in groups every five minutes and repeat the process using their own coloured pen until each age group has been discussed and ideas noted by each group. Continue until all groups have rotated back to their original table. Each group can share their knowledge and understanding of promoting children's wellbeing and emotional development from the activity. Feedback each group's contribution to the task and discuss any further viewpoints.</p> <p>Activity:</p> <p>Learners to complete a development milestone chart for emotional expectations e.g.</p> <ul style="list-style-type: none"> • 0-2 years: emotionally attached to comfort objects or toys • 3-6 years: rudimentary sense of self, develops self-esteem • 7-11 years: build strategies for managing frustration and expressing emotions • 12-15 years: rejection of parental views, self-conscious of physical body image • 16-19 years: examination of values, beliefs and forming emotional identity, engage in risky emotional experiences etc. <p>Using the feedback from the group contribution discuss and identify the role of the adult in supporting children through a range of experiences, to encourage children's positive emotional development.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 1: Supporting holistic development from 0-19 years</p> <p>AC 1.1</p>	<p>3</p>	<p>Learners should have a fundamental understanding of all areas of intellectual development. Developing the learner's knowledge and understanding of the holistic development of children aged 0-19 years. Focus learning on the development of 0-19 years intellectual cognitive development: neurological and brain development.</p> <p>Discuss the range of changes that occur as a result of growth, experiences and opportunities during childhood e.g. making sense of the world, organising ideas and thoughts, reasoning and problem solving, perception and memory, understanding and evaluating concepts, attention and interpersonal skills etc. and the atypical development patterns expected in the range of developmental milestones.</p> <p>Children and adults, as individuals, learn in different ways and through different learning styles. Complete a questionnaire (VARK) to determine understanding of individual learning styles. Discuss the different ways of learning, visual, aural, read/write, kinaesthetic or Multimodal etc.</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • How would you describe your preferred way of learning? • How would this preferred way of learning be put into practice? • If you were faced with a practical challenge such as putting together flat packed furniture, how would you approach it and why? Discuss with students if they would use a trial and error approach, contemplate diagrams and logically tackle the assembly, seek advice and reassurance or lay out all the sections and plan the approach? Which approach would suit them best to succeed in the challenge and why? 	<p>Learning styles handout and activity Q&A.</p> <p>Questionnaire (VARK) visual, aural, read/write, kinaesthetic or multimodal</p> <p>Practical challenge such as putting together flat packed furniture – images and illustrations of methods of approach</p> <p>Examples of a range of activities and resources to support children's intellectual development</p>	<p>Feedback to class for further discussion on the benefits of supporting children's intellectual development through a range of activities and resources</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Groups of learners to make notes to feedback on their viewpoints to and to further develop their ideas through whole class discussion</p> <p>Learners to create a summary of the value of young people engaging in a new topic, and the benefits of gaining information through a variety of different means</p>

	<p>Develop ideas of the interactions between children and adults as the driving force of intellectual development, for adults to provide clear answers, explanations, questions, clues, corrections etc. to assist and develop further understanding through an active process.</p> <p>Assessment task:</p> <p>In small groups learners discuss the range of intellectual development activities or resources available in their placement. Consider and discuss how these activities and resources scaffold learning and support understanding for children's intellectual development, with valued consideration to the atypical development patterns expected for children aged 0-19 years. Feedback to class for further discussion on the benefits of supporting children's intellectual development through a range of activities and resources.</p> <p>Activity:</p> <p>Split the class into small groups and allocate one of the tasks below (1, 2, 3) to each group to discuss and complete. Each group is to make notes to feedback on their viewpoints and to further develop their ideas through whole class discussion. Time allocate discussions then move students on to next task to cover age ranges of primary aged children 0-11 years, secondary aged children and young people 11-19 years and collectively children and young people aged 0-19 years.</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1) Discuss the importance of intellectual learning as an active process, whereby children need to construct their own knowledge through their own experiences, rather than being told how things work, and the development and process of learning to create a meaningful process. 		<p>Learners to make notes based on activity tasks to feedback on their viewpoints to and to further develop their ideas through whole class discussion</p>
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	<p>Learners to provide opportunities through creating a hands-on learning experience activity plan for children e.g. class bank, post office, café etc to evaluate the importance of engaging children in meaningful intellectual learning opportunities e.g. 0-10 years</p> <p>2) In groups learners can create a summary of the value of young people engaging in a new topic, and the benefits of gaining information through a variety of different means e.g. storytelling, video, simulation, scenario or practical experiences, and how these methods may support understanding and concepts. Learners could use personal examples or refer to knowledge to discuss various learning environments to enhance intellectual learning experiences 11-19 years.</p> <p>3) Discuss the significance of children experiencing individual, group or team activities in a range of different settings to support their intellectual development, and how these provide opportunities for children and young people to get involved in new experiences through educational settings, formative learning experiences and leisure activities. E.g. the importance of learning through the home environment through parental/carer guidance and intellectual support. Learners can create a chart on the different environments children and young people may experience and the benefits for their intellectual development as expected for their age and stage of development 0-19 years.</p> <p>Learners to make notes to feedback on their viewpoints and further develop their ideas through whole class discussion.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 1: Supporting holistic development from 0-19 years</p> <p>AC 1.1</p>	<p>4</p>	<p>Learners should have a fundamental understanding of all areas of development 0-19 years in language, speech and communication development, including bilingualism, multilingualism and language acquisition. Discuss the value of early language development and communication in supporting children through the fundamental stages of speech emergence, fluency and acquisition.</p> <p>Develop understanding of the critical stages of developing and absorbing speech and language skills, acquiring and maturing language. Developing knowledge of speech and communication development, including bilingualism, multilingualism and language acquisition through exposure to rich sounds, sights, a range of vocabulary, language and speech to enable children's learning.</p> <p>Discuss the importance of developing children's confidence in using bilingual and multilingual skills in everyday practice to enrich the children's experiences of communication and enhance the learning environment.</p> <p>Discuss the impact on holistic development where there may be concerns for children's communication skills through evaluating general development and providing appropriate classroom support or seeking professional early intervention and assessments.</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • How does speech and language develop? • What is the role of adults in supporting language skills? • What are the expected milestones for speech and language development? 	<p>Information handouts on bilingual and multilingual language development</p>	<p>Develop a checklist that can be used to assess the speech and language development of children through a variety of ages and stages of development</p> <p>Learner discussion and feedback to class for further discussion, relating to the benefits of experiences and activities for communication and language development</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Discussion based on the significance of children experiencing individual, group and team activities in a range of different settings</p>

	<ul style="list-style-type: none"> • How can speech or language be affected in children? • What support is available for children with delays in speech and language development? <p>Assessment task:</p> <p>Develop a checklist that can be used to assess the speech and language development of children through a variety of ages and stages of development, for example:</p> <p>Birth to three months – smiles when he or she sees a familiar face, calms down when spoken to, feeding stops in response to sounds or reacts to loud noises etc.</p> <p>Two to three years – uses two or three word phrases, speaks in a way that can be understood by family member and friends, names objects to ask for them or directs attention to them etc.</p> <p>Activity:</p> <p>Discuss the benefits of children 0-19 years having opportunities through experiences within educational settings, formative learning experiences and leisure activities.</p> <p>Split the class into small groups to discuss the significance of children experiencing individual, group and team activities in a range of different settings, to identify how these opportunities and experiences may promote language, speech and communication development. Supporting an awareness and developing bilingualism, multilingualism and language acquisition, e.g. learning through the home environment from parental/carer support to learn new languages and gain cultural experiences through travel. Groups may feedback to class for further discussion on the benefits of experiences and activities for communication and language development.</p>		<p>Learners to identify how these opportunities and experiences may promote language, speech and communication development.</p> <p>Supporting an awareness and developing bilingualism, multilingualism and language acquisition.</p>
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 1: Supporting holistic development from 0-19 years</p> <p>AC 1.1</p>	<p>5</p>	<p>Focus on students gaining the understanding of physical growth and development of children aged 0-19 years, and how these stages of development interrelate with children's holistic development.</p> <p>Discuss the sequences and stages of development and how in atypical circumstances children's growth and development are continual and proceed in a usual or expected pattern.</p> <p>Discuss the terminology and meaning of gross and fine motor skills, coordination, balance, dexterity, grasping, manipulative skills and spatial awareness etc. using a variety of cards and images of activities.</p> <p>Focus on age specific changes and development e.g. 0-3 years, 11 months, 4-8 years, 11 months, 9-12 years, 11 months, 13-19 years. Classroom learning to focus on developing learners understanding of physical development expectations through the ages and stages of 0-19 years.</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • Which activities would be suitable for a two-year-old to develop their gross motor skills? • How may a four-year-old develop their fine motor skills? • How could an adult help support a six-year-old in developing their co-ordination skills and balance? 	<p>Sets of photos of varying aged children engaging in physical activities</p> <p>Sticky notes</p> <p>Terminology cards and images of activities</p>	<p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>An individual research task in order to complete a year by year timeline of expected physical development of children aged 0-19 years</p> <p>Learners to discuss the expected skills and abilities of the children and physical capabilities. Discussion of the expected milestones of the children for their ages.</p> <p>Learners to indicate what skills they can see the children using and applying the range of appropriate terminology of physical development skills</p>

	<p>Assessment task:</p> <p>Learners to work on an individual research task in order to complete a year by year timeline of expected physical development of children aged 0-19 years.</p> <p>Feedback to class for further discussion on the range of activities and resources that would support children through the stages of physical development. Whole class discussion on the role of adults involved in encouraging and supporting the development of children.</p> <p>Activity:</p> <p>Provide groups of learners with a set of photos of varying aged children engaging in physical activities; including gross and fine motor skills. Each photo will have the identified age range of children.</p> <p>Learners to discuss the expected skills and abilities of the children and physical capabilities. Encourage discussion of the expected milestones of the children for their ages. Provide learners with sticky notes to indicate what skills they can see the children using within the photos, applying the range of appropriate terminology of physical development skills.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 1: Supporting holistic development from 0-19 years</p> <p>AC 1.1</p>	6	<p>Learners should have a fundamental understanding of all areas of development 0-19 years and the development of social skills including behaviour and moral development.</p> <p>Focus on the range of social development milestones in children. Discuss the range of experiences at different stages including the healthy development of friendships, interpersonal skills, and social abilities.</p> <p>Discuss the issues surrounding behaviours exhibited by children who have positive social skills and those who show negativity in the way they view themselves or others; which may impact on their friendships and moral choices.</p> <p>Focus on the process of which a child learns to interact with others around them as they develop and recognise their own individuality, such as their likes and dislikes and the development of their personal morals and values.</p> <p>Discuss the links with other areas of development and how all areas of development interrelate.</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • How can parents/carers support the social development of a preschool child? • What could adults do to model positive interaction skills with others around them? • How can adults encourage positive social behaviours in primary school children? 	Friendship tree template	<p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Discussion of the links with other areas of development and how all areas of development interrelate</p> <p>Development of ideas based on the importance of having positive self-esteem and the implications of low self-esteem on relationships and social skills</p> <p>The strategies that could be used to support any difficulties and encourage acceptance</p>

	<ul style="list-style-type: none"> • Adolescent aged children may reject the opinions provided by adults around them. How can this be overcome to support positive social choices? <p>Assessment task:</p> <p>Discuss a range of social issues both positive and negative that may occur through a variety of ages in children 0-19 years.</p> <p>Focus on attachment styles/needs and their influences on development.</p> <p>Develop ideas of the importance of having positive self-esteem, the implications of low self-esteem on relationships and social skills, and the strategies that could be used to support any difficulties and encourage acceptance.</p> <p>Activity:</p> <p>Create a friendship tree to illustrate the growth of children's social relationships and the branches of social relationships that children may develop i.e. through the child's home environment, family, friends, childcare settings, youth clubs, education settings, leisure environments etc.</p> <p>Discuss the general patterns that children develop through interaction with others. e.g.</p> <ul style="list-style-type: none"> • how children make friends at different ages and stages • what their friendships can be like at different ages and stages • how these relationships change as the child develops through different ages and stages. 		<p>Create a friendship tree to illustrate the growth of children's social relationships i.e. through the child's home environment, family, friends, childcare settings, youth clubs, education settings, leisure environments etc.</p> <p>Discussion of the general patterns that children develop through interaction with others.</p>
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	<p>Consider the suggestion that 'children's friendships are not only significant during childhood but can be predictors for their friendships and social interactions as adults'.</p> <p>Focus discussions on the influence of parental/carer relationships as moral advisors and value reinforcers, and the relevance of providing opportunities for participation in activities and social interaction.</p> <p>Develop group discussions around the influences of adults as role models for children and the impact adults have on children's relationship formation.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 1: Supporting health, well-being and holistic development from conception to age 19 years</p> <p>AC 1.2</p>	7	<p>Introduce the importance of appropriate pre-conception and post conception care during pregnancy to support a child's development from conception onwards.</p> <p>Discuss the factors that promote a child and parents positive health and well-being e.g. supporting parents prior to conceiving to be as physically and mentally healthy as possible in readiness for pregnancy i.e. adequate diet, nutrition, supplements, awareness of high-risk foods. The importance of appropriate medical care for receiving routine and non-routine monitoring screening checks.</p> <p>Focus on preparation for pregnancy as recommended by NHS guidance to improve chances of having a healthy pregnancy i.e.</p> <ul style="list-style-type: none"> • taking the recommended folic acid tablets when planning to become pregnant and during the first 12 weeks to reduce the risk of a neural tube defects such as spina bifida • stopping smoking due to the links to a variety of health problems i.e. premature birth, low birth weight, breathing difficulties etc. • cut out alcohol. Alcohol passes to the unborn baby and can lead to long term harm and developmental difficulties • keeping to a healthy weight i.e. reducing BMI to increase fertility chances and increase physical health in pregnancy • discussing any prescribed or over the counter medicines with the pharmacist or GP to minimise risk for the unborn baby etc. • screening tests i.e. sickle cell disease, thalassaemia. 	<p>Handouts on the preparation for pregnancy as recommended by NHS guidance to improve chances of having a healthy pregnancy</p> <ul style="list-style-type: none"> • physical and mental health • diet • nutrition • supplements • awareness of high-risk foods • appropriate medical care • routine and non-routine monitoring • screening checks 	<p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Discussion on the factors that may affect chances of becoming pregnant and preconceptual care</p> <p>Create a fact sheet on preconceptual care to promote the benefits of positive health and wellbeing</p>

	<p>Discuss the factors that may affect chances of becoming pregnant and preconceptual care i.e.</p> <ul style="list-style-type: none"> • awareness of the risks of substance abuse and risks of birth defects • sexual health and understanding contraception and sexually transmitted infections (STIs) • awareness of body changes, adequate nutrition and hydration • appropriate social environment, relationships and role models, stability and security. <p>Example class questions:</p> <ul style="list-style-type: none"> • What is recommended as adequate nutrition and hydration in pregnancy? • Which foods are considered as high risk and why? • What concerns would you have for a couple in a volatile or abusive relationship. How may this affect the unborn baby? • How would substance misuse affect the unborn baby? What could be the impact on the child following birth? • What advice would you give to a couple for positive pre-conceptual care? <p>Assessment task:</p> <p>Create a fact sheet on pre-conceptual care to promote the benefits of positive health and wellbeing; to help prospective parents/parent to assess their health, fitness and lifestyle, and to identify opportunities for improvement. Make use of further information sources for support and guidance.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 1: Supporting health, well-being and holistic development from conception to age 19 years</p> <p>AC 1.2</p>	8	<p>Appropriate post-conceptual care during pregnancy that can support a child's development from conception onwards.</p> <p>Discuss the range of factors that may be applied to promote a child's health, well-being and holistic development.</p> <p>Focus on the range of health expectations and body changes in pregnancy:</p> <ul style="list-style-type: none"> • keeping well and healthy • appropriate nutrition and hydration i.e. avoiding high risk foods • pregnancy (antenatal) care and the baby's development in the womb • vaccinations in pregnancy i.e. flu vaccine and whooping cough vaccine • receiving routine and non-routine checks i.e. ultrasound scans, blood tests and screening checks etc. • discuss the emotional and physical preparations for labour and birth, the awareness and support available for mental health of the parents/parents following the arrival of a new-born. <p>Example class questions:</p> <p>Discuss the significance of pregnancy on the physical and mental well-being of the mother which can have a lifelong impact on the child's well-being and development.</p> <ul style="list-style-type: none"> • How can the mental health and well-being of a mother affect the development of the child? • What factors can place a child at risk of harm? • Unplanned adolescent pregnancies have greatly reduced due to an increase in sex and relationship education, what are the benefits of this change? 	<p>Provide factsheets for further reading:</p> <p>Keeping well and healthy</p> <p>Appropriate nutrition and hydration</p> <p>High risk foods</p> <p>Pregnancy (antenatal) care and the baby's development in the womb</p> <p>Vaccinations in pregnancy</p> <p>Receiving routine and non-routine checks</p>	<p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Learners to individually research the benefits of enhancing the ability of services to support and empower parents and families to take care of themselves and their children, the approach of the first 1,000 days strategy and feedback findings to the class for further discussion</p> <p>Learners to provide an overview of the Healthy Child Wales Programme (HCWP) levels of intervention offered to families following assessment of resilience and need</p>

	<p>Assessment task:</p> <p>Outline the impact of the First 1,000 days of life from conception to two years of age. Professional support and intervention in a child's first 1,000 days is critical to improving a child's life where they may be experiencing adverse childhood experiences (ACEs).</p> <p>Learners to individually research the benefits of enhancing the ability of services to support and empower parents and families to take care of themselves and their children, the approach of the first 1,000 days strategy and feedback findings to the class for further discussion.</p> <p>Activity:</p> <p>The Healthy Child Wales Programme (HCWP) aims to improve outcomes and reduce inequalities through prevention and early intervention and states the universal schedule for screening, immunisation and monitoring and supporting child development through scheduled contacts with children aged 0-7 years.</p> <p>Learners to create a time-line in groups reflecting what each child and parent can expect to receive i.e. bloodspot screening at 5 days old, new-born hearing screening within four weeks following birth etc.</p> <p>Learners to provide an overview of the Healthy Child Wales Programme (HCWP) levels of intervention offered to families following assessment of resilience and need i.e. universal, advanced and intensive provision, in order to improve the health and wellbeing of children and their families through providing progressive and enhanced support and advice.</p>	<p>Summary of the following for class overview:</p> <p>First 1,000 days of life The Healthy Child Wales Programme (HCWP)</p> <p>Adverse Childhood Experiences (ACEs)</p>	
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 1: Supporting health, well-being and holistic development from conception to age 19 years</p> <p>AC 1.2</p>	<p>9</p>	<p>Develop discussions on the current and relevant schemes, initiatives and programmes and how they support the health, positive development and well-being from conception to age 19 years.</p> <p>Introduce the aims and objectives of the Welsh Network of Healthy Schools Scheme (WNHSS) and the value of Schools actively promoting, embedding and protecting the physical, mental and social health of the School community through positive action and the introduction of health improvement topics:</p> <ul style="list-style-type: none"> • food and fitness e.g. whole school healthy eating policy, after school cookery club, active play times • mental and emotional health and wellbeing e.g. anti-bullying initiatives, emotional literacy and support, nurture groups, pupil voice, school counselling service • personal development and relationships e.g. relationship and sex education, community charity fundraising/support, theatre education groups • substance use and misuse e.g. external agencies and support, awareness events, drop-in clinics • environment e.g. eco schools, school council, gardening clubs, recycling and energy conservation • safety e.g. safe routes to school, sun safety, first aid training • hygiene e.g. hand washing initiatives, infection control and health clubs etc. 	<p>Summary handout of the Welsh Network of Healthy Schools Scheme (WNHSS)</p>	<p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Learner focus groups to design their own Healthy School Scheme introduction plan</p> <p>Learners to create a range of ideas for school-based activities to promote, embed and actively protect the physical, mental and social health of the school community through positive action and the introduction of the health improvement topics</p>

	<p>Example class questions:</p> <ul style="list-style-type: none"> • What are the main aims of the Healthy Schools Scheme? • How would the Healthy Schools Scheme impact/benefit the physical development of children? • What could be the benefits for the mental and social health for children and staff when the Healthy Schools Scheme is embedded as a whole school approach? <p>Assessment task:</p> <p>Split learners into focus groups to design their own Healthy School Scheme introduction plan appropriate for a range of developmental ages.</p> <p>Learners to focus in groups on age specific changes and development. Set one age for each focus group. e.g. 4-8 years, 11 months, 9-12 years, 11 months, 13-19 years.</p> <p>Create a range of ideas for school-based activities to promote, embed and actively protect the physical, mental and social health of the school community through positive action and the introduction of the health improvement topics:</p> <ul style="list-style-type: none"> • food and fitness • mental and emotional health and wellbeing • personal development and relationships • substance use and misuse • environment • safety • hygiene. <p>Each group to feedback their design ideas for the Healthy School introduction plan for further discussions/idea developments from whole class input.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 1: Supporting health, well-being and holistic development from conception to age 19 years</p> <p>AC 1.2</p>	<p>10</p>	<p>Develop discussions on the current and relevant schemes, initiatives and programmes and how they support the health, positive development and well-being from conception to age 19 years.</p> <p>Learners should know that any updates to current and relevant schemes, initiatives and programmes in Wales during the life of the specification will supersede the previous current and relevant schemes, initiatives and programmes:</p> <ul style="list-style-type: none"> • Social Services and Well-being Act (Wales) 2014 e.g. improving the well-being of people who need care and support, maintaining independence, choice in care and support needs • Public Health Wales – Welsh Adverse Childhood Experiences (ACE) Study 2015 e.g. the impact of adult health harming behaviours on children, higher risk of children’s health harming behaviours, low performance in school, involvement in crime, prevention and improving children’s health and well-being, increasing life chances, reducing harmful ACEs • Future generations and Wellbeing Act 2015 e.g. improving the social, economic, and cultural well-being of Wales, puts in place seven wellbeing goals that public bodies must work to achieve, using a sustainable and long-term approach • Health policy and initiatives in Wales e.g. national aspirations, access to healthcare, supporting social care, self-care and health, promotion, education programmes, reducing health inequalities, health concerns • Education policy and curriculum reform in Wales e.g. curriculum for Wales 2022, aim and purpose of curriculum change, successful futures, implications of change. 	<p>Factsheet/information handouts on current and relevant schemes, initiatives and programmes</p> <ul style="list-style-type: none"> • Social Services and Well-being Act (Wales) 2014 • Public Health Wales - Welsh Adverse Childhood Experiences (ACE) Study 2015 • Future generations and Wellbeing Act 2015 • Health policy and initiatives in Wales • Education policy and curriculum reform in Wales 	<p>Group research and presentation of each area discussed in class based on relevant and appropriate sources of information</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Each group to present through oral presentation and visual images with each group member having an equal element to present.</p> <p>Opportunities for Q&A and further discussions from whole class input</p>

	<p>Example class questions:</p> <ul style="list-style-type: none"> • What value/benefit do the discussed current and relevant schemes, initiatives and programmes have for children and childcare workers? • What changes have you observed in practice based on the current and relevant schemes, initiatives and programmes discussed? <p>Assessment task: Group research and presentation of each area discussed in class based on relevant and appropriate sources of information. Split the class into groups of 3 – 4 learners to present the key points of the current and relevant schemes, initiatives and programmes and how they support the health, positive development and well-being from conception to age 19 years:</p> <ul style="list-style-type: none"> • Social Services and Well-being Act (Wales) 2014 • Public Health Wales - Welsh Adverse Childhood Experiences (ACE) Study 2015 • Future generations and Wellbeing Act 2015 • Health policy and initiatives in Wales • Education policy and curriculum reform in Wales <p>Each group to present through oral presentation and visual images with each group member having an equal element to present. Offer opportunities for Q&A and further discussions from whole class input.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 1: Current and contemporary factors and their effect on health and well-being</p> <p>AC 1.3</p>	<p>11</p>	<p>Develop discussions on current and contemporary factors and their effect on health and well-being. Introduce the idea of living in a world without technology and how that would affect our daily patterns and routines. Technology is a communication tool and connects people from all around the world. We live in a world which is connected by technology.</p> <p>Discuss the range of technology and the impacts on our lives i.e. socialisation, communication, opportunities, knowledge and privacy etc.</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • How long could you go without technology? What are the attractions or benefits that can inform or support your daily activities? Which aspects of technology could be described as negative or detrimental that can impact on your daily life? Discuss and explain each question. • How does mass media influence society and community values? • How would you describe the effects of technology on communication in modern society? • Is technology beneficial or detrimental within educational settings? <p>Discuss and feedback the impact on holistic learning of technology e.g. the internet and portable devices, interactive computer programmes, digital apps and educational toys etc. and their effect on children's health and wellbeing 0–19 years.</p>	<p>Team identification for debate e.g. name badges or coloured stickers for each tag team</p>	<p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Each learner to participate in summarising and speaking during feedback to the class for discussion</p> <p>Tag-team debate for learners to work in small groups, whereby every student has the opportunity to participate. Each team has a set time to research, present their findings and points of view, statistical evidence and sources of reliable information to support the debate.</p>

	<p>Focus class discussions on knowledge and understanding of the effects of current and contemporary factors on children 0-19 years e.g.</p> <ul style="list-style-type: none"> • E-safety e.g. knowledge of online safety, empowering children to take responsibility, digital safeguarding, identity theft, online fraud, controls and privacy settings • Grooming e.g. internet chat rooms, online privacy, keeping safe and reporting inappropriate communications, support and advice, knowledge of reporting • Mass-media e.g. mass audience communications, raising awareness of radicalisation, availability of information, answers to questions, data-rich knowledge, providing a platform for opinions and expressions • Mental health e.g. cognitive, behavioural, emotional and social wellbeing, mood disorders, anxiety, depression • Self-image e.g. perception of self, self-respect, self-value, learned opinions or viewpoints, achievements • Growth mind-set/mindfulness e.g. dedication to achieve, appreciation of learning and accomplishment, resilience, state of calm, focusing awareness on the present moment. <p>Focus class discussions on the knowledge and understanding of keeping children safe and what is considered inappropriate for children e.g.</p> <ul style="list-style-type: none"> • On-line exposure to inappropriate materials and inappropriate on-line communications e.g. sexual images or sexually explicit messages, risk of sexual predators or paedophiles, age inappropriate offensive or upsetting information or images, use of online browser and search engines safe search and parental controls, and gaining knowledge of online sites to report concerns such as the role of Child Exploitation and Online Protection (CEOP) 		<p>Research and present a persuasive argument based on the impacts of technology on children's development, wellbeing and keeping children safe</p>
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	<ul style="list-style-type: none"> • Cyber-bullying e.g. online content aimed to be intimidating/embarrassing/threatening or abusive, sharing of personal or private information or images, school mentors, councillor services, gaining knowledge of sources of support such as the role of Internetmatters.org • Social media e.g. Interactive technology, platform for creating/sharing/participating in social networking, social news, blogging, media sharing, promoting, raising awareness, online communication and friendships, world-wide communication, self-expression through virtual communities, gaining knowledge of advice and support such as UK Safer Internet Centre • Sexting e.g. explicit photos/messages, risky online behaviour, decreased self-esteem, personal exposure, legal and personal consequences of actions, implications for personal reputation, distress and adverse side-effects, gaining knowledge of support and advice such as the role of NSPCC helpline, the role of Childline. <p>Activity:</p> <p>Organise a tag-team debate for learners to work in small groups, whereby every student has the opportunity to participate. Organise teams with no more than five learners to represent the both sides of debate. Choose more than one discussion for larger groups. Each team has a set time to research, present their findings and points of view, statistical evidence and sources of reliable information to support the debate.</p> <p>Possible aspects for discussion:</p> <ul style="list-style-type: none"> • Is technology too convenient? • Is technology good for children? 		
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	<ul style="list-style-type: none"> • Are children too dependent on technology? • Should all children have a smart device? Is technology a safe platform for education? • Can technology be blamed for mental health concerns in society? • Is technology damaging to society and community values? <p>Assessment task:</p> <p>Research and present a persuasive argument based on the impacts of technology on children's development, well-being and keeping children safe. Each group to be assigned either the positive impacts or the negative impacts of technology.</p> <p>Tag team debate:</p> <ul style="list-style-type: none"> • teacher introduces the question to be debated for each tag-team in turn • each team has the opportunity to discuss their argument • one speaker from each team takes the floor and speaks for no more than three minutes to argue their point with the team member from the opposing team • the speaker must then tag another member of the team to pick up the argument either by choice or raising their hand • each team member can only be tagged twice to allow all members to speak. <p>Once all team members have presented their argument, learners can vote which team made the best argument and has been most persuasive in discussions surrounding the factors of technology and their effect on children's health and well-being.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 1: Current and contemporary factors and their effect on health and well-being</p> <p>AC 1.3</p>	<p>12</p>	<p>Develop discussions on current and contemporary factors and their effect on health and well-being. Discuss the range of factors that impact on children lives and contribute to children's growth and development i.e. nutrition, parents/carers behaviours and parenting skills, social and cultural practices, childhood experiences, educational and environmental factors e.g.</p> <ul style="list-style-type: none"> • changes to family structure, young carers, responsibilities of caring for family members, financial situation, opportunities for new experiences, attachment, stimulation, challenge, focusing on strengths, building resilience • cultural and social identity, recognising and celebrating diversity i.e. culture, self-identity and sexuality, religion, additional needs. <p>Activity:</p> <p>Create a mind map of the current and contemporary factors and their effect on children's health and well-being, discuss in pairs under the following areas of discussion e.g.</p> <ul style="list-style-type: none"> • Health and nutrition • Parents/carers behaviours and parenting skills • Family bonding and attachment • Social and cultural practice • Childhood experiences • Educational factors • Environmental factors • Financial situation. 	<p>A3 paper and coloured pens</p>	<p>Feedback and summarise the mind map discussions for further discussions/idea developments from whole class input</p> <p>Individual Q&A through group, paired and individual discussions</p> <p>Learners to put together a factsheet to be placed in childcare setting and schools based on relevant research of FGM. The factsheet is to be aimed to inform professionals working with children</p>

	<p>Develop ideas through joining other learner pairs for further discussion</p> <p>Each learner pairs to feedback and summarise the mind map discussions of the current and contemporary factors and their effect on children's health and well-being, for further discussions/idea developments from whole class input.</p> <p>Assessment task:</p> <p>Discuss the impact and inform to raise awareness of illegal cultural practices on females -- Public Health Wales – National safeguarding team (NHS Wales) i.e. Female Genital Mutilation (FGM), cultural practices and procedures, identifying and safeguarding those at risk, implications for and damage of physical and natural functions of genital tissue, violation of human rights, psychological post-traumatic stress disorder, long term health consequences, the legal and mandatory duty to report FGM of females of any age (i) Police (ii) Child Protection referral.</p> <p>Learners to put together a fact sheet to be placed in childcare setting and schools based on relevant research of FGM. The factsheet is to be aimed to inform professionals working with children e.g.</p> <ul style="list-style-type: none"> • working under national safeguarding protocols to protect females at any age of risk • statutory obligation and mandatory reporting • FGM is a form of abuse • physical and psychological harm • effects on health and well-being • multi-agency guidance to protect and support those at risk of or who have undergone FGM • measures to prevent and help end FGM practices • working together to safeguard children. 		
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4.1 Programme of Study (based on approx. 6 hours delivery per week)

This programme of study provides one possible approach to the course. It is not designed to be prescriptive and centres are free to structure the course in the way that best suits their individual circumstances. If there is more than one teacher delivering the course, the programme can be tailored to their individual specialisms.

The activities within this guidance, where possible, adopt an applied and purposeful approach to learning.

Mandatory Unit 330: Principles and theories that influence children's care, play, learning and development in the 21st century in Wales

Topic 2: Positive behaviour approaches to support holistic development

(Activities and assessments can be used for remote or face to face lessons through the use of the facilities within on-line programmes and teaching platforms – the resource section has been reduced to reflect the need for both teaching formats)

Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 2: Factors affecting behaviour</p> <p>AC 2.1</p>	1	<p>Positive behaviour approaches to support holistic development</p> <p>Factors affecting behaviour</p> <p>Introduce the unit objectives and assessment process. Discuss the importance of early years workers having a sound knowledge of the approaches for positive behaviour support in practice.</p> <p>Development of learner's knowledge and understanding of the behaviour attributes of children, linking to the theories of behaviour and the develop the understanding of how theories relate to practice and can be used to influence positive changes.</p> <p>Discuss the range of factors that may affect children's behaviour relating to children aged 0-19 years and the positive impact encouraged through supportive actions and attitudes.</p>	Additional needs fact cards – examples	<p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Discussion on a range of additional needs and how they can impact on children's behaviour.</p> <p>Discuss the range of factors that may affect children's behaviour relating to children aged 0-19 years.</p>

	<p>Factors affecting behaviour to include:</p> <p>Discuss a range of additional needs and how they can impact on children's behaviour. Focus the class discussion on how to help and support children with specific needs to create a positive learning environment. Discuss the benefits of understanding specific learning needs and how they affect children's behaviour and emotions.</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • Behaviours can be used to hide or disguise a learning difficulty. Consider the causes of problematic behaviour? • How can additional needs cause frustration and emotional outbursts? • The topic of additional learning needs is a sensitive issue for children and can greatly affect their self-esteem. How could childcare workers help children with overcoming these challenges? <p>Activity:</p> <p>Provide learning with informative fact cards on a variety of additional learning needs i.e. ADHD, ADD, Autism, Dyslexia. Learners to discuss a range of learning needs within their allocated group and consider the signs children may exhibit when they are struggling. Learners to make notes to feedback on their viewpoints and discuss as a whole class to further develop their ideas, knowledge and understanding.</p>	<p>Behaviour issue/concern case studies for group focused activity</p> <p>Large A3 paper and coloured pens for group activity</p>	<p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Learners to discuss a range of learning needs within their allocated group and consider the signs children may exhibit when they are struggling</p>
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 2: Factors affecting behaviour</p> <p>AC 2.1</p>	<p>2</p>	<p>Factors affecting behaviour</p> <p>Develop the learner's knowledge of the strategies of encouraging positive behaviour and the development of understanding how positive practices and can be used to influence fundamental changes.</p> <p>Discuss the range of factors that may affect children's behaviour relating to children aged 0-19 years and the positive impact encouraged through supportive actions and attitudes.</p> <p>Develop the knowledge of using positive strategies and interventions to improve children's behaviour and support their academic achievements. Explain the significance of supporting children in reaching their goals and setting clear boundaries. Discuss the range of different reward schemes used as part of positive behaviour strategies and supporting clear boundaries.</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • What is your experience of supportive strategies that can help to improve children's behaviour? • How can rewards and sanctions be used to promote a positive learning environment? • What is the significance of having clear boundaries in a classroom room environment? <p>Activity:</p> <p>Split class into five groups: Firstly, focus the class discussion on how to help and support children with specific needs to create a positive learning environment. Secondly, move the discussion into the</p>	<p>Large sheet of A3 paper and different coloured pens for each group</p>	<p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Discussion and feedback of the possible strategies to support children's leaning needs and behavioural issues</p> <p>Discuss the range of factors that may affect children's behaviour relating to children aged 0-19 years.</p> <p>Development of the understanding and the positive impact encouraged through supportive actions and attitudes.</p> <p>Class discussion on how to help and support children with specific needs to create a positive learning environment.</p>

	<p>supportive strategies that can implemented to improve children's behaviour. Allocate one area of additional need or a case study of a behaviour issue per group or one fact card per group.</p> <p>Provide a large sheet of A3 paper and different coloured pens for each group. Learners to rotate in groups every five minutes and repeat the process using their own-coloured pen until each age group has been discussed and ideas noted by each group, until all groups have rotated back to their original table. Each group can share their focused discussions from the activity. Feedback from each groups contribution to the task and discuss any further viewpoints.</p> <p>Assessment task:</p> <p>Discuss the supportive strategies that can help to improve children's behaviour and promote a positive learning environment. Learners to add ideas to A3 sheets placed on each table, based on each additional need discussed on the fact cards.</p>		<p>Development of the practicalities of the recommended supportive strategies that can be implemented to improve children's behaviour.</p>
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 2: Factors affecting behaviour</p> <p>AC 2.1</p>	<p>3</p>	<p>Factors affecting behaviour</p> <p>Develop the knowledge and understanding of the positive behaviour approaches to support holistic development. Discuss a range of root causes to children's behaviour e.g. behavioural, cognitive, psychodynamic, biological, systemic etc. Discuss the impact of children and adults interacting with the environment around them and focus discussion on the significance of the nature and nurture debate and the impact and involvement in our development and behaviours.</p> <p>Discuss the variations in expectations and responsibilities that children have and how this can affect their behaviour. Discuss the variations in expectations and responsibilities that children may have at home or through their nursery/school setting.</p> <p>Discuss the significance of appropriate adult responses and behaviours in effective behaviour management and building positive relationships with children. Assess the value of proving an environment with consistent goals and boundaries.</p> <p>Example class questions:</p> <p>How can biological factors impact on children's behaviour? How can children's behaviour be affected by behavioural, cognitive or psychodynamic factors?</p> <p>Children come into school from very different backgrounds and home expectations. What influences can the systemic environment (family/carers input) have on a child's outlook or behaviour traits?</p>		<p>Small group activity on set discussion points.</p> <p>Each group is to make notes to feedback on their viewpoints to and to further develop their ideas through whole class discussion.</p> <p>Development of the ideas around appropriate adult responses and behaviours in behaviour management.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Discussion of the significance of the nature and nurture debate</p> <p>Split the class into small groups and allocate suggested tasks for discussion.</p>

	<p>Activity:</p> <p>Split the class into small groups and allocate one of the tasks below (1, 2, 3, 4) to each group to discuss and complete. Each group is to make notes to feedback on their viewpoints to and to further develop their ideas through whole class discussion.</p> <ol style="list-style-type: none">1. Discuss the impact of nature and nurture on children's behaviour.2. Discuss the impact of creating a positive environment and experiences can create good behaviour3. Discuss the significance of appropriate adult responses and behaviours in effective behaviour management and building positive relationships with children4. Discuss impact of providing a positive learning environment to meet the children's goals and targets through the use of rewards and sanctions. <p>Assessment task:</p> <p>Learners to make notes to feedback on their viewpoints and discuss as a whole class to further develop their ideas, knowledge and understanding.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 2: Factors affecting behaviour</p> <p>AC 2.1</p>	<p>4</p>	<p>Factors affecting behaviour</p> <p>Discuss the complexities of Adverse Childhood Experiences (ACEs) on mental health and well-being. Provide an introduction into the childhood experiences associated with Adverse Childhood Experiences (ACEs) i.e. child maltreatment, environmental and household experiences.</p> <p>Progress to develop learner's knowledge of the range of factors associated with ACEs e.g. chronic /toxic stress and the long term impact through the course of a lifetime e.g. health implication, opportunities, behaviours and crime, social and emotional trauma etc.</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • Define the ACEs that children may experience? • What impact can ACEs have on childhood development? • How can mental health be impacted through the factors associated with Adverse Childhood Experiences? <p>Activity:</p> <p>Provide learners with a range of case studies relating to Adverse Childhood Experiences (ACEs) to develop an understanding of the specific situations or complexities of the lives of many children and the impact that ACEs may have on children's behaviour, social and emotional development. Focus groups to teams to discuss the following areas.</p>	<p>Provide learners with a range of case studies relating to Adverse Childhood Experiences (ACEs)</p>	<p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Provide learners with a range of case studies relating to Adverse Childhood Experiences (ACEs)</p> <p>Learners to make notes and feedback their discussions and findings based on the focused case study.</p>

	<ul style="list-style-type: none">• How ACEs may impact on children's educational experiences.• The interventions to support children.• How schools can best support young people with ACEs. <p>Assessment task:</p> <p>Broaden the discussion to a whole group to include variations in the case study topics on the long-term impacts of child behaviour, educational attainment, mental health, childhood outcomes, psychological well-being and trauma.</p> <p>Learners to make notes and feedback their discussions and findings based on the focused case study.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 2: Factors affecting behaviour</p> <p>AC 2.1</p>	<p>5</p>	<p>Factors affecting behaviour</p> <p>Develop the knowledge and understanding of a range of policies and guidance for early intervention and prevention and to implement mitigation support for children and families.</p> <p>Activity:</p> <p>Focus on the impact to mental health. In groups discuss a range of policies and guidance to prevent, provide early intervention and to mitigate to reduce the negative impact of ACEs on children and young people.</p> <p>Assessment:</p> <p>Organise a tag-team discussion for learners to work in small groups, whereby every student has the opportunity to participate. Organise teams with no more than five learners to represent their area of discussion and persuade other teams to implement their chosen prevention, intervention or mitigation in response to reducing the long-term mental health impact from the impact of ACEs. Choose more than one discussion for larger groups. Learners to discuss and feedback the impact of supporting children and families.</p> <p>Each team has a set time to research, present their findings and points of view, statistical evidence and sources of reliable information to support the discussion.</p>	<p>Computer resources</p>	<p>Discussion on a range of policies and guidance to prevent, provide early intervention and to mitigate to reduce the negative impact of ACEs on children and young people.</p> <p>Discuss and feedback the impact of supporting children and families</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p>

	<p>Aspects for discussion and class questioning opportunities:</p> <ul style="list-style-type: none">• Prevention – best start in life / promote early attachment / community policing / emotional health and well-being in education / social care system / housing support / sexual abuse and violence prevention / parenting programmes• Early intervention – Health care / bullying intervention / supporting mental health in education / early intervention for self-harm / mindfulness• Mitigation – tackling child sexual exploitation / helping unemployed parents/carers / young people's health services / family nurse partnerships / youth offending team <p>Learners to make notes to feedback on each groups presentation and discuss as a whole class to further develop their ideas, knowledge and understanding.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 2: Factors affecting behaviour</p> <p>AC 2.1</p>	6	<p>Factors affecting behaviour</p> <p>Learners should have a fundamental understanding of the cognitive processes that determine the child's responses in certain situations. Discuss the situational aspects influencing the behaviour differences between children. Focus the discussion of how children's behaviour can be influenced by their perception or thinking of a situation.</p> <p>Activity:</p> <p>Develop learners understanding of how varied behavioural situations may develop within any given environment. Provide learners with varied child case studies to analyse with consideration of a range of possible indicators. In groups discuss the following range of indicators as a class for discussion and reflection on the key points of the case studies.</p> <ul style="list-style-type: none"> • Sudden changes in behaviour, mood or appearance. • General behaviour changes which may include unusually quiet and withdrawn behaviour / 'acting out' or seeking attention through negative behaviours. • Pattern of work or attention may change, lacking in confidence or motivation • A change in their pattern of attendance which may include truancy or reluctance to leave school • Relationships breakdown or refusal to get on with others, maybe signs of being bullied. • Looking tired or unwell, unhappy and solitary 	Provide learners with varied child case studies to analyse	<p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Group discussions on developing the knowledge and understanding of the indicators of warning signs of concern and a need for support.</p> <p>Provide learners with varied child case studies to analyse with consideration of a range of possible indicators.</p> <p>Learners can relate to professional work placement experiences to support understanding.</p> <p>Split the class in groups of 3-4 to consider the impact of the possible indicators on a child's behaviour.</p>

	<p>Assessment task:</p> <p>Introduce a group research into the possibilities of a number of key points for discussion. Consideration of the following key points to determine the situation and to enable understanding of the reasons for the behaviour change.</p> <ul style="list-style-type: none"> • Could the behaviours a possible result of a situation or interactions between children? • Has the child experienced a recent or significant change in their environments? • Could the behaviour be reaction to bullying or the influences of peer pressure? • Could the behaviour be due to possible substance experimentation? • Has the behaviour manifested from the impact of bonding, attachment, resilience and transition etc. • Could the behaviour be due to a change in the child's life in relations to family / friends or community situations or experiences? <p>Split the class in groups of 3-4 to consider the impact of the possible indicators on a child's behaviour, which may be an indicator of ACEs, mental health, social and emotional harm, child abuse etc.</p> <p>Assessment task:</p> <p>Learners to focus on what they would need to consider as a change in a child's or children's behaviour could be a warning signs of concern and a need for support. Feedback their reasons or viewpoints to the class for whole class discussion.</p>		<p>Feedback their reasons or viewpoints to the class for whole class discussion.</p>
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 2: Factors affecting behaviour</p> <p>AC 2.1</p>	7	<p>Factors affecting behaviour</p> <p>Positive communication and providing the right attitude to the learning environment is significant to gain interest and involvement. Discuss a range of situations that may arise from the varied influences listed above. Consider the positive approaches that can significantly decrease the possible behaviour outcomes through engaging with children and young people in a positive manner.</p> <p>Discuss how negative experiences can influence and trigger the flight /fight reaction e.g. situations and interactions between children / experiencing different/changing environments / puberty / sexuality / bullying and peer pressure /family friends and community situations / due to possible substance experimentation / the impact of bonding, attachment, resilience and transition etc.</p> <p>Activity:</p> <p>Focus group discussions on developing the knowledge and understanding of the indicators of warning signs of concern or changes in behaviour that may lead to disrespectful or frustrating situations and a need for additional support. Learners may relate to professional work placement experiences to support understanding.</p>	Venn diagram and an example of WAGOLL	<p>Discussion on how negative experiences can influence and trigger the flight /fight reaction.</p> <p>Focus group discussions on developing the knowledge and understanding of the indicators of warning signs of concern or changes in behaviour</p> <p>Learners to create a Venn diagram in pairs based on the importance of building good relationships</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p>

	<p>Example class questions to support activity:</p> <ul style="list-style-type: none">• How extreme is the behaviour or attitude?• How prolonged or persistent is the behaviour?• Have there been sudden changes in the child's behaviour?• How intent on disruption does the child seem to be?• Is there a marked contrast between the child behaves at home and outside the home?• How does the behaviour affect other members of the community? etc. <p>Assessment:</p> <p>Learners to create a Venn diagram in pairs based on the importance of building good relationships with children and to establish a basis of working on a level of trust and respect. Consider the do's and don'ts when working and responding to children and young people in order to build a firm but fair relationship. e.g.</p> <ul style="list-style-type: none">• Don't: Use sarcastic / judgemental language• Both: Observe / monitor behaviour• Do: Promote an equal / fair environment <p>Each paired group to feedback their Venn ideas for further discussion/idea developments from whole class input.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 2: Factors affecting behaviour</p> <p>AC 2.1</p>	<p>8</p>	<p>Factors affecting behaviour</p> <p>Discuss the use of positive behaviour approaches to support holistic development within the classroom environment. Introduce the fundamental understanding of creating a positive learning culture with effective interventions i.e. effective classroom management, positive relationships and positive learning environments.</p> <p>Focus the learning on the importance of a well managed classroom so that learning can occur and how children will learn better in a positive learning culture where they have clear rules and boundaries and know what is expected of them.</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • How would you describe a positive learning environment? • What skills do you think would be required to maintain positive relationships with children? • What is essential to have effective classroom management? • As part of your role working with children you may be responsible for the classroom management. If you were faced with a class of noisy early years children, how would you try to reengage them to focus on a learning activity? 	<p>Large A3 paper and coloured pens for paired and group activities</p>	<p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Learners to create a mind map of the range of strategies to combat classroom difficulties.</p> <p>Learners to discuss in pairs and under the following heading develop ideas around the significance under the following areas for discussion in creating a positive learning environment</p> <p>Groups of learners to discuss the range of methods to re-engage children through positive actions.</p>

	<p>Activity:</p> <p>Learners to create a mind map of the range of strategies to combat classroom difficulties. Discuss in pairs and under the following heading develop ideas around the significance under the following areas for discussion in creating a positive learning environment e.g.</p> <ul style="list-style-type: none"> • Rules and routines • Rewards and sanctions • Disciplinary options • Well-planned lessons • Making use of physical space • Encouraging respect and positive relationships <p>Assessment:</p> <p>Develop ideas through joining other learner pairs for further discussion. Each pair to feedback and summarise the mind map discussions of the classroom strategies and how they can be used to combat classroom difficulties for further discussions/idea developments from whole class input.</p>		<p>Focus classroom discussions on the methods to re-engage children through positive actions and responses</p> <p>Learners to feedback and summarise the mind map discussions of the classroom strategies</p>
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 2: Factors affecting behaviour</p> <p>AC 2.1</p>	<p>9</p>	<p>Factors affecting behaviour</p> <p>Discuss the range of methods to re-engage children through positive actions. Focus classroom discussions on the methods to re-engage children through positive actions and responses. Discuss the importance of working with children in an effective, open and honest way to support positive relationships e.g. finding the time to speak to children individually, selecting the appropriate approach or method to a given situation and the use of varied approaches to meet the specific needs of children and young people.</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • How can we improve awareness of social skills in frustrating situations? • How can we support children's understanding of the consequences of their actions? • How can we equip children and young people to problem solve situations and do things differently? <p>Activity:</p> <p>In small groups discuss the range of benefits for children and young people's health and well-being through effective classroom approaches to behaviour management. Learner to make notes and feedback their viewpoints to the whole class to develop a further understanding of the discussion. For example:</p>	<p>Handouts/on-line links of examples of positive actions and responses:</p> <ul style="list-style-type: none"> • Whole school behaviour responses – • Behaviour management programmes • Anti-bullying programmes • Antecedent-Behaviour-Consequence (ABC) chart • Proactive classroom strategies. • Individual behaviour plans (IBPs) • Nurture groups • Pastoral support programmes (PSPs) • Whole school sanctions 	<p>Each learner to participate in summarising and speaking to feedback to the class for discussion. Group</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Small groups discussion on the range of benefits for children and young people's health and well-being through effective classroom approaches to behaviour management.</p> <p>Group research and presentation of the key points of the current behaviour management approaches and support available for children and young people.</p>

	<ul style="list-style-type: none"> • Whole school behaviour responses – inclusion and pupil support • Behaviour management programmes such as Incredible Years Teacher Classroom Management, Social and Emotional Aspects of Learning (SEAL) and The Dinosaur Curriculum etc. • Anti-bullying programmes – reduction and prevention of bully / victim problems • Antecedent-Behaviour-Consequence (ABC) chart – collection of information through observation to form a clearer understanding of behaviour • Proactive classroom strategies – such as redirection, choices etc. • Individual behaviour plans (IBPs) • Nurture groups • Pastoral support programmes (PSPs) • Whole school sanctions – behaviour policy <p>Assessment task:</p> <p>Group research and presentation of each area discussed through relevant and well sourced information. Split the group into small research teams with focused roles to present the key points of the current behaviour management approaches and support available for children and young people.</p> <p>Each research team to present through oral presentation with the use of visual images. Each member of the group is to have an equal element to present. Offer opportunities for Q&A and further discussion from whole class input.</p>		<p>Each research team to present through oral presentation with the use of visual images.</p> <p>Each member of the group is to have an equal element to present.</p> <p>Opportunities for Q&A and further discussion from whole class input.</p>
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 2: Factors affecting behaviour</p> <p>AC 2.1</p>	<p>10</p>	<p>Factors affecting behaviour</p> <p>Learners need to know and understand the link between attachment and behaviour and how behaviour attributes can relate to underpinning theories. Focus the development of discussions on John Bowlby's attachment theory, and Mary Ainsworth observational study relating to attachment.</p> <p>Classroom learning focused on the significant attachment research led by John Bowlby (1907 – 1990) to consider the importance of a child's relationship with their mother, in terms of their emotional, social and intellectual development and led the Bowlby's attachment theory.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Research and summarize the main points of Bowlby's attachment theory. • Bowlby proposed that attachment can be understood within an evolutionary context what do you think he meant by this? <p>Assessment:</p> <ul style="list-style-type: none"> • Bowlby believed that disruption of a primary relationship between a mother and a child, could lead to a higher incidence of juvenile, delinquency, antisocial behaviour and emotional difficulties. Research this and summarize his findings. 		<p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Research and summarize the main points of Bowlby's attachment theory. Research in pairs and summarize the meanings of Bowlby's attachment styles.</p> <p>Research each style of Mary Ainsworth's attachment styles in pairs and summarize their meaning and their relationship to the theory of attachment.</p> <p>Focus on the impact the reliability or the validity of the study? Provide an explanation</p> <p>Discuss the significance and impact of insecure relationships on a child's behaviour based on Mary Ainsworth's attachment theory.</p>

	<p>Classroom learning to focus on the attachment theory of Mary Ainsworth (1913 – 1999) who provided a famous body of research offering explanations for children's individual differences in attachment. She devised a technique called the strange situation as an assessment technique to investigate how attachments may vary between children. Take a look at The Strange Situation – Mary Ainsworth on You tube Available at: (https://www.youtube.com/watch?v=QTsewNrHUUH)</p> <p>Activity:</p> <p>Mary Ainsworth theory defined attachment styles as (1) secure, (2) insecure avoidant and (3) insecure ambivalent. Research each style in pairs and summarize their meaning and their relationship to the theory of attachment.</p> <p>Assessment:</p> <ul style="list-style-type: none">• Mary Ainsworth's study places a child in a strange and artificial environment. What do you think that this has on the impact the reliability or the validity of the study? Explain why.• Mary Ainsworth's attachment theory holds that infants need a 'secure' attachment to thrive, while anxious attachments can lead to problems. Discuss the significance and impact of insecure relationships on a child's behaviour.	<p>Video clip - The Strange Situation – Mary Ainsworth on You tube Available at: (https://www.youtube.com/watch?v=QTsewNrHUUH)</p>	
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 2: Factors affecting behaviour</p> <p>AC 2.1</p>	<p>11</p>	<p>Factors affecting behaviour</p> <p>Learners should know and understand how actions, attitudes and experiences in the home and outside of the home environment can impact on a child's behaviour.</p> <p>Discuss how children may have experienced difficult situations, they may have feelings of loss, separation or suffered trauma and may have issues with attachment affecting their relationships at home and school. Children may experience violence, abuse or a volatile or difficult home life etc. Focus classroom learning on the range of the possible difficulties that children may experience at home. Discuss the impact of these factors and challenges that can affect the whole family, possibly leading to children behaving and act in ways that are challenging in a learning environment.</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • Can experiences in our childhood affect our personality as we become adults? If so, how and provide examples, if not, why do you think this is not the case? • Do you think there are certain factors in a child's life that can influence their behaviour? • How do childhood experiences influence behaviour? <p>Activity:</p> <p>In small groups learners to discuss their viewpoints of the following impact and challenges of varied environmental situations that children may experience and how they can manifest through negative behaviour issues.</p>		<p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>In small groups learners to discuss their viewpoints of the following impact and challenges of varied environmental.</p> <p>Split learners into groups (1, 2, 3, 4) to discuss and create a spider gram on the suggested areas of discussion.</p> <p>Feedback group discussions to the class as a whole as a summary.</p>

	<p>Consider and discuss how actions, attitudes and experiences in the home and outside of the home environment can impact on a child's behaviour.</p> <ul style="list-style-type: none"> • Personal experiences and challenges causing behaviour issues in the learning environment • Reluctance to conform to rules or routines • Positive and negative approaches towards the child • Varied types of parenting styles • Experiencing prejudice and stereotyping. <p>Assessment task:</p> <p>Split learners into groups (1, 2, 3, 4) to discuss and create a spider gram on the following areas of discussion.</p> <p>Learners feedback group contribution on how generally children's behaviour can change and can be influences by the factors or experiences within an environment.</p> <ol style="list-style-type: none"> 1. Experiences of their peers e.g. social cohesion, social networks, interactions with groups or individuals etc. 2. Experiences of their homelife e.g. Parents level of authority, sense of belonging, personal circumstances etc. 3. Experiences of their community e.g. physical surroundings, community resources, and social relationships etc. 4. Experiences of their school life in early years/childcare settings and statutory schooling up to 19 years e.g. support and approach to learning, discipline, relationships with teachers etc. <p>Feedback group discussions to the class as a whole as a summary. Offer opportunities for further ideas and viewpoints.</p> <p>Retain the spider gram for next session</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 2: Factors affecting behaviour</p> <p>AC 2.1</p>	<p>12</p>	<p>Factors affecting behaviour</p> <p>Learners should know and understand how workers and family/carers can support positive behaviour, in different situations/environments. Learner to summarise the significance of the impact of the factors and how best to support and encourage positive behaviour consistently. As a continuation of the previous session discuss the outcomes of the group discussions as a recap and enhance the learner's knowledge and understanding of the use of positive and supportive actions and attitudes that can influence behaviour on children 0-19 years. Discuss the impact of variations in expectations and responsibilities, adult responses and behaviours, experiencing different and changing circumstances and situations and interactions between children.</p> <p>Activity:</p> <p>Learners to complete a summary of the of the impact of the factors and how best to support and encourage positive behaviour consistently. Learners to add in a specific timeline for different ages groups from early years to 19 e.g. 0-3, 4-7, 8-11, 12-15, 16-19 years to enhance their discussion and findings further. Each group to be allocated with a specific age group, the age group left over can be done as whole class contribution.</p> <p>The added discussions may be based on personal or professional experiences of different behaviour changes in different and environments. Learners to rotate their groups every five minutes to complete their notes and ideas.</p>	<p>Whiteboard</p>	<p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Feedback group discussions based on the allocated age groups to the class as a whole as a summary.</p> <p>Learners to complete an added timeline for different ages groups from early years to 19 e.g. 0-3, 4-7, 8-11, 12-15, 16-19 years to enhance their discussion and findings further</p>

	<p>How can children and young people aged 0-19 best be supported and encouraged in positive behaviour. Each group will contribute towards the timeline to complete all the age groups as a whole class activity.</p> <ol style="list-style-type: none"> 1. Experiences of their peers e.g. social cohesion, social networks, interactions with groups or individuals etc. 2. Experiences of their homelife e.g. parents' level of authority, sense of belonging, personal circumstances etc. 3. Experiences of their community e.g. physical surroundings, community resources, and social relationships etc. 4. Experiences of their school life e.g. support and approach to learning, discipline, relationships with teachers etc. <p>Feedback group discussions based on the allocated age groups to the class as a whole as a summary. Offer opportunities for further ideas and viewpoints.</p> <p>Assessment task:</p> <p>As an individual task provide ideas to the class or to the whiteboard of how supportive actions and attitudes can impact on behaviour and influence a positive outlook for children and young people.</p>		<p>An individual task to provide ideas to the class or to the whiteboard of how supportive actions and attitudes can impact on behaviour</p>
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 2: Supporting positive behaviour</p> <p>AC 2.2</p>	<p>13</p>	<p>Supporting positive behaviour</p> <p>Discuss how theories of behaviour development can be used to support children's behaviour. Learners should recognise how theories of behaviour development can be used to support children's behaviour. Discuss the social learning theory in which Albert Bandura states behaviour is learned from the environment through the process of observational learning.</p> <p>Encourage whole class discussions to support learners to consider the relationship between their behaviour and its consequences. Children observe the people around them behaving in various ways. Take a look at the Bobo doll experiment – Bandura on You tube available at: https://www.youtube.com/watch?v=dmBqWlJg8U</p> <p>Activity:</p> <p>Group discussion and feedback to gain the points of view of the whole class.</p> <ul style="list-style-type: none"> • Are children more likely to imitate people who are similar to themselves? Explain your views. • Discuss the varied viewpoints of how people may respond to the behaviour with either reinforcement or punishment <p>Assessment task:</p> <p>Individuals that are observed are called models. In society children are surrounded by many influential models, such as parents within the family, characters on children's TV, friends within their peer group and teachers at school.</p>	<p>Video clip The Bobo doll experiment – Bandura on You tube available at: https://www.youtube.com/watch?v=dmBqWlJg8U</p>	<p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Group discussion and feedback to gain the points of view of the whole class.</p> <p>Discussion of the varied viewpoints of how people may respond to the behaviour with either reinforcement or punishment</p> <p>Discuss Glasser's main focuses in the field of school discipline.</p>

	<p>These models provide examples of behaviour to observe and imitate, e.g. masculine and feminine, pro and anti-social models of behaviour etc.</p> <ul style="list-style-type: none"> • What does Bandura's study teach us about how children learn social behaviour? • What implications does this study have on the effects of media violence on children? <p>Discuss Dr William Glasser's main focuses in the field of school discipline. The first is to provide a classroom environment and curriculum which motivate students and reduce inappropriate behaviour by meeting students' basic needs for belonging, power, fun, and freedom. The second focus is on helping students make appropriate behavioural choices that lead ultimately to personal success.</p> <p>Activity:</p> <p>Discuss in group how children and young people are rational beings. They can control their own behaviour. They choose to act the way they do. Split the class into groups to discuss and create a mind map of the following compare and contrasting viewpoint discussions.</p> <ul style="list-style-type: none"> • Discuss Glasser's theory of how good choices produce good behaviour and bad choices produce bad behaviour. • Discuss the viewpoint of how teachers must always try to help children to make good choices and support them when they see good behaviour and if children make bad choices teachers should accept no excuses for bad behaviour. <p>Discuss how reasonable consequences should always follow children behaviour, whether it is good or bad, and how class rules are essential and must be enforced.</p>		<p>Individual learning task research and feedback to the whole class on findings and viewpoints</p>
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	<p>Assessment task:</p> <p>Through an Individual learning task research and describe the following points.</p> <ul style="list-style-type: none">• Research the Glasser model and explain how this model tries to motivate children and young people to learn.• Describe how the Glasser model of behaviour be used in practice? <p>Individuals can feedback a summary of their findings to discuss their viewpoints with the class as a whole.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 2: Supporting positive behaviour</p> <p>AC 2.2</p>	<p>14</p>	<p>Supporting positive behaviour</p> <p>Discuss how theories of behaviour development can be used to support children's behaviour.</p> <p>Learners should recognise how theories of behaviour development can be used to support children's behaviour.</p> <p>Behaviour can be modified through conditioning. Discuss the types of conditioning with children and the link of B.K skinner's theory of classical and operant conditioning to improve behaviour and support with understanding goals and boundaries.</p> <p>Discuss how the behaviorist theory is the result of the work of psychological theorists such as B.F. Skinner and I. Pavlov. Develop the knowledge and understanding of how behaviour is one of many learning theories, such as constructivist, cognitive and social-cognitive that educators of children use to inform how they teach them. It is built on the idea of learning through a system of rewards and punishments, or conditioning.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Skinner set out to identify the process of learned behaviour based on repeated actions and consequences, which he called operant conditioning. How does this approach have an effect on children's behaviour? • Discuss the significance of Skinner's theory of classical and operant conditioning to improve behaviour and support children 		<p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Discussion of the significance of Skinner's theory of classical and operant conditioning to improve behaviour and support children</p> <p>Discussion of how behaviourist theories are based on the assumption that learning occurs through interaction with the environment.</p>

	<p>Assessment task:</p> <p>Skinner completed his studies on animals to represent his theories of behaviour, using observable behaviour in a controlled scientific environment. What are your views on his studies in relation to human behaviour, when there is no consideration to thoughts and feelings?</p> <p>Discuss how behaviourist theories are based on the assumption that learning occurs through interaction with the environment. Behaviourists theorists believe that internal thoughts and feelings cannot be used to explain behaviour. Develop a class discussion on the focus moving to the external actions which can be observed.</p> <p>Develop the understanding of classical conditioning through Ivan Pavlov's research. Develop the learners understanding of Pavlov's experiments on the response of salivation in dogs and the theory of stimulus response connections and the conditioned response procedures he conducted in his association experiment.</p> <p>Activity: Summarise Pavlov's theory and state three facts you have learnt about his experiment.</p> <p>Summarise a conditioned response in relation to human interaction of a stimulus.</p> <p>Example class question:</p> <ul style="list-style-type: none"> • How can the theory of behaviour conditioning be used in practice to provide a positive learning environment? 		<p>Class discussion on the focus moving to the external actions which can be observed.</p> <p>Summarise Pavlov's theory and state three facts about his experiment.</p> <p>Summarise a conditioned response in relation to human interaction of a stimulus.</p> <p>Share and feedback to the class the benefits of Pavlov's theory in response to a child needs or behaviour through reflection on practice.</p>
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	<p>Assessment task:</p> <p>Childcare workers can use classical conditioning to help children overcome anxiety by providing consistent reassurance and support during times of stress or anxiety. Discuss the benefits of Pavlov's theory in response to a child needs or behaviour through reflection on practice. Share and feedback to the class.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 2: Supporting positive behaviour</p> <p>AC 2.2</p>	<p>15</p>	<p>Supporting positive behaviour</p> <p>Learners should know and understand the positive impact that use of appropriate support the actions and attitudes can have on children's behaviour 0-19 years.</p> <p>Develop learners understanding of the significance to develop good communication with children to support positive behaviour management. Discuss the importance of children understanding what childcare workers are asking of them and that the childcare workers know what they are trying to achieve etc.</p> <p>Activity:</p> <p>Discuss the range of factors that impact on children's behaviour. Impacts to include:</p> <ul style="list-style-type: none"> • The use of praise and rewards to increase motivation • The recognition of improvements in attitudes and positive behaviour • A positive approach to improve social skills and communication with peers and staff • The use of personalised approach or programme to increase self-esteem and self-awareness • The use of practical strategies to reduce and prevent inappropriate behaviour • To be pro-active in maintaining positive relationships to reduce relationship strains and breakdowns • The value of identifying and recognising behaviour triggers and reactions. 		<p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Discuss the range of factors that impact on children's behaviour</p> <p>Learners to research in groups and present a persuasive argument based on the positive impacts discussed as a class.</p>

	<p>Assessment task:</p> <p>Learners to research in groups and present a persuasive argument based on the positive impacts discussed as a class. The persuasive argument can be a group speech based on the positive impact that appropriate support, actions and attitudes can have on children's behaviour 0-19 years. Each group to be assigned one impact to discuss and present to the class</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 2: Supporting positive behaviour</p> <p>AC 2.2</p>	<p>16</p>	<p>Supporting positive behaviour</p> <p>Develop discussions on the national and local services in Wales that may be involved with supporting positive behaviour.</p> <p>Learners should know that any updates to the national and local services in Wales during the life of the specification will supersede the previous national and local services.</p> <p>Discuss the following national and local services. Discuss the access and value of these services to support positive behaviour in children 0-19 years.</p> <p>Services to include:</p> <ul style="list-style-type: none"> • Child and Adolescent Mental Health Services (CAMHS) e.g. supporting emotional, behavioural and mental health difficulties etc. • Education services e.g. pastoral care, counselling, behaviour programmes, support and provisions, educational psychologists etc. • Flying Start e.g. parenting support programmes, encouraging positive behaviour change, positive maternal and family health and resilience etc. • Probation services e.g. supporting cognitive behavioural techniques, specialist courses i.e. decision making, offender intervention etc. • Social services e.g. providing specialist support, family support, child protection etc. • Specialist behaviour support unit e.g. support with learning difficulties, assessments, provide strategies to support children etc. 	<p>Factsheet/information handouts on national and local services in Wales</p> <ul style="list-style-type: none"> • Child and Adolescent Mental Health Services (CAMHS) • Education services • Flying Start • Probation services • Social services • Specialist behaviour support unit • Team Around the Family <ul style="list-style-type: none"> • Youth services 	<p>Group research and presentation of each area discussed in class based on relevant and appropriate sources of information.</p> <p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Learners to present through a group oral presentation with the use of visual images. Each group member having an equal element to present.</p> <p>Offer opportunities for Q&A and further discussions from whole class input</p>

	<ul style="list-style-type: none"> • Team Around the Family e.g. providing support for families and children, parenting skills, establishing boundaries, supporting behaviour and development etc. • Youth services e.g. providing social and emotional well-being support, supporting additional need, youth engagement services etc <p>Example class questions:</p> <ul style="list-style-type: none"> • What value/benefit does the discussed national and local services have when supporting positive behaviour? • What changes have you observed in practice based on the current national and local services discussed? <p>Assessment task: Group research and presentation of each area discussed in class based on relevant and appropriate sources of information. Split the class into groups of 3 – 4 learners to present the key points of the national and local services for children age 19 years.</p> <ul style="list-style-type: none"> • Child and Adolescent Mental Health Services (CAMHS) • Education services • Flying Start • Probation services • Social services • Specialist behaviour support unit • Team Around the Family • Youth services <p>Each group to present through oral presentation with the use of visual images. Each group member having an equal element to present. Offer opportunities for Q&A and further discussions from whole class input</p>		
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4.2 Programme of Study (based on approx. 6 hours delivery per week)

This programme of study provides one possible approach to the course. It is not designed to be prescriptive and centres are free to structure the course in the way that best suits their individual circumstances. If there is more than one teacher delivering the course, the programme can be tailored to their individual specialisms.

The activities within this guidance, where possible, adopt an applied and purposeful approach to learning.

Mandatory unit 330: Principles and theories that influence children's care, play, learning and development in the 21st century in Wales
Topic 3 – Healthcare provision available in Wales from conception to 19 years how it supports health and well-being.

(Activities and assessments can be used for remote or face to face lessons through the use of the facilities within on-line programmes and teaching platforms – the resource section has been reduced to reflect the need for both teaching formats)

Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 3:</p> <p>Routine screening, monitoring and testing of children from conception to 19 years</p> <p>AC 3.1</p>	1	<p>Healthcare provision available in Wales from conception to 19 years how it supports health and well-being.</p> <p>Routine screening, monitoring and testing of children from conception to 19 years.</p> <p>Introduce the unit objectives and assessment process. Develop a clear understanding of the roles of health care professionals / workers / and the varied teams. Discuss how they work together to promote child health 0-19 years in practice. Discuss the possible changes to planned immunisation schedules and why they may occur e.g. informed decisions not to immunise.</p>	<p>NICE National Institute for Health and Care Excellence Antenatal care for uncomplicated pregnancies https://www.nice.org.uk/Guidance/CG62 NHS - Your Antenatal care https://www.nhs.uk/pregnancy/your-pregnancy-care/your-antenatal-care/</p>	<p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Learners to discuss and create a spider gram in groups. Focusing on the health benefits for an expectant mother of having routine screening, monitoring and testing</p>

	<p>Discuss the health services that may be accessed to support development and extend knowledge by gaining a broad and in-depth theoretical understanding of how the Welsh Government screening services promote health and well-being and how the impact on health throughout life. Develop the understanding of the significance of early identification of any specified health condition for learners to gain a broader and higher level understanding e.g. Speech, Language and Communication etc.</p> <p>Information source: NHS Wales – Public Health Wales https://phw.nhs.wales/</p> <p>Develop learner's knowledge and understanding of the process and importance of routine screening, monitoring and testing carried out pre-conception. Discuss the range of maternity support provide during pregnancy and following birth.</p> <p>Example class questions:</p> <p>What is the significance of having ante-natal care for a mother and child's health needs?</p> <p>How can the mother be supported emotionally through meeting with her midwife and General Practitioner (GP)?</p> <p>What types of checks and visits do you think would be needed during the schedule of antenatal appointments? What would they be for?</p> <p>Activity: Focus the class discussion on the importance of and the value of ensuring these checks are carried out as needed during pregnancy, and as part of ante-natal and post-natal care.</p>	<p>NHS – Antenatal checks and tests https://www.nhs.uk/pregnancy/your-pregnancy-care/antenatal-checks-and-tests/</p> <p>NHS – Your 6-week postnatal check https://www.nhs.uk/conditions/baby/support-and-services/your-6-week-postnatal-check/</p>	<p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p>
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		<p>Develop research skills and view related health care videos:</p> <ul style="list-style-type: none">• NICE National Institute for Health and Care Excellence -Antenatal care for uncomplicated pregnancies https://www.nice.org.uk/Guidance/CG62• NHS - Your Antenatal care https://www.nhs.uk/pregnancy/your-pregnancy-care/your-antenatal-care/• NHS – Antenatal checks and tests https://www.nhs.uk/pregnancy/your-pregnancy-care/antenatal-checks-and-tests/• NHS – Your 6-week postnatal check https://www.nhs.uk/conditions/baby/support-and-services/your-6-week-postnatal-check/ <p>Assessment task: Learners to discuss and create a spider gram in groups. Focusing on the health benefits for an expectant mother of having routine screening, monitoring and testing as part of ante-natal and the focus of the ongoing support provided through post-natal care for mother and child.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 3:</p> <p>Routine screening, monitoring and testing of children from conception to 19 years</p> <p>AC 3.1</p>	<p>2</p>	<p>Routine screening, monitoring and testing of children from conception to 19 years.</p> <p>Develop the learner's knowledge and understanding in relation to screening, monitoring and testing. The range of routine and non-routine monitoring and screening pre- and post-conception to 19 years of age e.g. ante-natal scans.</p> <p>Develop a clear understanding of the roles maternity care staff and health care professionals e.g. midwife, sonographer, GP, Health visitor etc. Discuss how they work together to promote the health of the mother and child health in practice.</p> <p>Information sources: Health Child Wales Programme https://gov.wales/healthy-child-wales-programme-0 Maternity and early years https://gov.wales/maternity-early-years</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • How are different professional involved during the pregnancy? • What would be the focus of care for a midwife following birth? • What is the significance of having post-natal checks for a mother and child? <p>Activity:</p> <p>Learners to create an information guide for expectant parents on the routine checks during ante-natal and post-natal care.</p> <p>Routine checks to include:</p> <ul style="list-style-type: none"> • Blood pressure e.g. Blood pressure tests to check for infection or medical condition, helps to make the pregnancy safer • Screening tests e.g. Checks on mother's height and weight, Screening tests shows if your baby or mother has a higher chance of having a certain condition and to detect any conditions etc. 		<p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Each learner to participate in summarising and speaking to feedback to the class for discussion</p> <p>Learners to create a information guide for expectant parents on the routine checks during ante-natal and post-natal care. Each learner to present their information guide to the class</p>

	<ul style="list-style-type: none">• Blood tests e.g Blood group and Rhesus D group, inherited blood disorders e.g. Sickle cell / thalassaemia, check for anaemia i.e. whereby mother may need iron or folic acid Scans e.g. ultrasound scans to check dates, heartbeat, number of foetuses, Ultrasound scan (8-14 weeks) dating scan Ultrasound scan (20 weeks) to check for 11 physical conditions• Family history e.g. Assess the wellbeing of the mother and the baby, may indicate a need for further screening• Gestational diabetes test – oral glucose tolerance test (OGTT) blood tests carried out on mothers with higher risk• Urine tests e.g. Urine tests to check for protein in the urine which may be a sign of pre-eclampsia etc. <p>Assessment task:</p> <p>Each learner to present their information guide to the class indicating the reasons for their choices of style, visual images and layout of the information in order to develop the readers knowledge and understanding of the importance of routine checks and maternity care.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 3: Routine screening, monitoring and testing of children from conception to 19 years</p> <p>AC 3.1</p>	<p>3</p>	<p>Routine screening, monitoring and testing of children from conception to 19 years.</p> <p>Focus the classroom learning on gaining the knowledge and understanding the value and impact of current immunisation programmes e.g. The value of preschool boosters on children's health, well-being and development throughout life. Discuss the importance of vaccinations to protect ourselves against ill health and disease. E.g.</p> <ul style="list-style-type: none"> • Preventing millions of deaths worldwide every year. • Immunisation programmes support families to give children the best start in life • Supporting early years services to promote children's well-being • Enables more children to achieve their full potential and increase health chances etc. <p>Information source- NHS Wales - Immunisations and vaccines https://phw.nhs.wales/topics/immunisation-and-vaccines/</p> <p>Discuss the value and impact of the immunisation in protecting children against many serious childhood diseases, throughout their life, including:</p> <ul style="list-style-type: none"> • Whooping cough • Measles • German measles (rubella) • Chickenpox • Tetanus • Mumps • Polio • Diphtheria etc. 	<p>Programme of childhood immunisation Public Health Wales: Immunisation and vaccines https://phw.nhs.wales/topics/immunisation-and-vaccines/</p> <p>NHS: Routine Childhood immunisations from January 2020 https://111.wales.nhs.uk/pdfs/childschedule.pdf</p> <p>NHS: Is your child up to date with their immunisations? https://111.wales.nhs.uk/pdfs/Childrenslm.pdf View the NHS video – Why vaccination is safe and important</p>	<p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Identify the reasons why some children may not receive routine immunisations</p> <p>Learners to individually research the benefits for children of routine immunisations or access screening as part of the child surveillance programme.</p> <p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Discussion on the value of vaccination and the long-term benefits which can last a lifetime.</p>

	<p>Discuss the programme of immunisation, and the reasons why changes may be made to current programmes e.g. Changes may be based on ethical principles or medical evidence - 12-13 years HPV offered to both boys and girls.</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • What could be the reasons for parents be hesitant in having their child vaccinated? • How can mass vaccines help the community as a whole? • As a professional childcare worker, how should you advise a parent who is worried about the side effects if they had their child vaccinated? <p>Activity: View the NHS video – Why vaccination is safe and important https://www.nhs.uk/conditions/vaccinations/why-vaccination-is-safe-and-important/</p> <p>Learners to discuss their viewpoints on the topic, identify the reasons why some children may not receive routine immunisations or access screening as part of the child surveillance programme e.g.</p> <ul style="list-style-type: none"> • Informed decisions - there are recognised specific groups that cannot be immunised e.g. allergies, adverse reaction, low immunity, medical condition, confirmed anaphylactic reaction to a previous dose etc. • Uninformed decisions - some parents choose not to have children immunised e.g. religious grounds, personal beliefs, requiring further education on the topic, concern and worry, social media controversy etc. <p>Assessment task: Provide learners with the immunisation programme chart and poster. Discuss the value of vaccination and the long-term benefits which can last a lifetime. Learners to individually research the benefits for children of routine immunisations or access screening as part of the child surveillance programme. Discuss findings and viewpoints with the class</p>	<p>https://www.nhs.uk/conditions/vaccinations/why-vaccination-is-safe-and-important/ Provide learners with the immunisation programme chart and poster.</p>	<p>Learners to individually research the benefits for children of routine immunisations or access screening as part of the child surveillance programme. Discuss findings and viewpoints with the class.</p>
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 3:</p> <p>The impact of non-routine screening, monitoring and testing of children from conception to 19 years</p> <p>AC 3.2</p>	<p>4</p>	<p>The impact of non-routine screening, monitoring and testing of children from conception to 19 years</p> <p>Introduce the unit objectives and assessment process. Focus the class learning to enable learners to know and gain an understanding of the Welsh Government screening services. Discuss the value and impact of the child health surveillance programme. To provide learners with the sound knowledge of supporting development from a health care perspective, which is crucial to develop holistic knowledge.</p> <p>Activity:</p> <p>Discussions to include:</p> <ul style="list-style-type: none"> • Antenatal Screening Wales e.g. Discuss the purpose of the screening tests to show if a baby has a higher chance of having a condition that may affect either the mother or the baby. Discuss the significance the tests showing infections that could harm your baby e.g. HIV, hepatitis B or syphilis. In addition the impact of detecting the mothers blood group, rhesus disease, and whether there are any antibodies in the mother's blood. Discuss the blood disorders which are inherited e.g. Sickle cell, thalassaemia. • New-born Hearing Screening Wales e.g. Discuss the new-born screening test which can be done for babies up to the age of 3 months. Focus on the aims of the new-born hearing screening to identify permanent, moderate, severe and profound deafness and hearing impairment in new-born babies. Linking to the significance of early identification which can give these babies a better chance of developing language, speech, and communication skills. • New-born Bloodspot Screening Wales – e.g. Discuss the screening involved in a new born bloodspot sample. taken from the baby's heel, on day five of the baby's life. 	<p>Learners to research screening tests NHS Wales for accurate information for their group leaflet.</p>	<p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Leaflets learners to share and discuss what they thought of each group work to peer assess content and value of use as a health care leaflet</p> <p>Following the completion of leaflets learners to share and discuss what they thought of each group work to peer assess content and value of use as a health care leaflet.</p> <p>Learners to amend their leaflets based on the feedback given.</p>

	<ul style="list-style-type: none"> • Focus on the significance of this blood sample used to screen for rare but serious diseases that can cause serious illness or even death if not treated early. Focus on the professional roles and how the screening test is carried out by a midwife and is part of routine postnatal care. • Screening for Life – e.g. Discuss the annual campaign run throughout by Public Health Wales, Screening Division. The aim of the campaign is to raise awareness of the national screening programmes in Wales. Screening programmes are important health initiatives as they allow the early detection and treatment of potential health problems. <p>Assessment task:</p> <p>Develop discussions around each area of screening focused on in class. Learners to work in small groups to create a visual and informative health care leaflet on. i.e. Screening for life, New-born Bloodspot Screening Wales, New-born Hearing Screening Wales, Antenatal Screening Wales. Each person to be allocated with a specific role in each group.</p> <p>Example content for leaflet:</p> <ul style="list-style-type: none"> • Include an introduction to the tests. • Types of test and when will they be offered. • What will happen during the test, or what type of test it is? • What are the advantages of having the screening tests? • What will happen if a condition or health concern is identified? • References and support <p>Following the completion of leaflets task, learners can share and discuss what they thought of each group's work to peer assess the content and value of use as a health care leaflet. Learners to amend their leaflets based on the feedback given. Each learner to have a copy of each groups leaflet once changes are made.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 3:</p> <p>The impact of non-routine screening, monitoring and testing of children from conception to 19 years</p> <p>AC 3.2</p>	<p>5</p>	<p>The impact of non-routine screening, monitoring and testing of children from conception to 19 years</p> <p>Learners should know and understand the function/role, value and impact of non-routine screening, monitoring and testing of children from conception to 19 years. Discuss the range of non-routine testing and the value and impact in screening for health and well-being in children from conception to 19 years.</p> <p>Non-routine to include:</p> <ul style="list-style-type: none"> • Genetic testing – testing e.g. diagnoses health conditions, may indicate a higher risk of inheriting conditions, may indicate a need for medical support or treatment required etc. • Scans e.g. Additional antenatal scans, multiple births, obese patients, growth restriction, baby large or small for predicted date, multiple pregnancies, unusual placenta position, ectopic pregnancy etc. • Tests for specific health conditions and disorders e.g. high risk ethnic genetic disorders, family history of genetical disorders, amniocentesis for screening for Down's syndrome, Edward's syndrome or Patau's syndrome. • Chorionic villus sampling (CVS), paternity test • Non-routine tests funded by NHS, if there is a clinical need • Non-routine tests funded by individuals who seek further interventions non- commissioned by NHS Wales. <p>Assessment task:</p> <p>Learners to create a factsheet based on their knowledge and understanding of the function and role of non-routine testing. Feedback to class their findings and discuss their factsheets and targeted information as a whole class.</p>	<p>Provide learners with a range of non-routine testing information guides / factsheets / resources to develop learner understanding of the varied screening, monitoring and testing available.</p>	<p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Learners to create a factsheet based on their knowledge and understanding of the function and role of non-routine testing.</p>

Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 3:</p> <p>The impact of non-routine screening, monitoring and testing of children from conception to 19 years</p> <p>AC 3.2</p>	<p>6</p>	<p>The impact of non-routine screening, monitoring and testing of children from conception to 19 years</p> <p>Learners should know and understand the function/role, value and impact of non-routine screening, monitoring and testing of children from conception to 19 years.</p> <p>Develop the learners understanding of the impact of improving maternal and child health through early identification of health, development concerns through blood, urine, respiratory and genetic testing and diet and nutrition advice and support</p> <p>Develop learner's knowledge and understanding of the significance of offering opportunities through health care support for identifying risk factors and behaviours, such as safeguarding issues, identification and support for substance abuse. In addition, the impact of supporting families through a specialist counselling referral where required and the value of increasing mental health and well-being support.</p>		<p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Discuss the impact of non-routine screening as a class. Discussion in a variety of class groups on the following areas of impact, feedback to whole class for further discussion</p> <p>Learners to create a PowerPoint presentation on the impact of non-routine testing</p>

	<p>Activity: Discuss the impact of non-routine screening as a class. Encourage discussion in a variety of class groups on the following areas of impact, feedback to whole class for further discussion.</p> <p>Discussion ideas:</p> <ul style="list-style-type: none"> • The importance of educating to improve healthy lifestyles and increased physical activity through health literacy and education • May avoid unnecessary treatment being given and benefit children, family/carers and health services • Targets the importance of accurate and timely diagnosis • Supports preventative measures in improving health • Treatment may be accessed more quickly through timely and co-ordinated care • Maximises health and well-being through consistent care across services • Specific health conditions identified through enabling access to high quality paediatric and child health expertise in the community • Supports and influence future outcomes through partnerships in care and support networks • Specific need services and the impact of linking up information, data and communication and care • Encouraging reluctant parents/carers to take up the vaccination programme for their child / children <p>Assessment task: Learners to create a PowerPoint presentation on the impact of non-routine testing. Learners will need to consider the impact and include varied guidance and support early identification of health/development concerns to make an accurate and timely diagnosis, to target specific health conditions to benefit children, family/carers and health services and avoid unnecessary treatment being given.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 3:</p> <p>The roles of health care professionals within all areas of the sector</p> <p>AC 3.3</p>	<p>7</p>	<p>The roles of health care professionals within all areas of the sector</p> <p>Learners should know and understand the different roles undertaken by child health professionals/workers within this diverse sector and how they promote child health from conception to 19 years.</p> <p>Health care professionals and teams to include:</p> <ul style="list-style-type: none"> • Alcohol and drug services • Allied health professions • Counsellors • Dentist • General practitioner (GP) • Health visitor • Midwife • Optician • Play therapist • Registered nurses • School nurses. <p>Provide an overview of the different job roles to be covered through the topic. Discuss the roles and responsibilities of a School nurse. Allow time for learners to discuss their experiences and the role that they have seen during their childhood of the school nurse. Focus discussions on the role of the school nurse monitoring healthy growth and development, delivering immunisations, and carrying out the Child Measurement Programme.</p> <p>NHS Wales Careers: https://weds.heiw.wales/nhs-wales-careers/</p>	<p>Child measurement programme information and video clip https://phw.nhs.wales/services-and-teams/child-measurement-programme</p> <p>An overview of the different job roles to be covered through the topic</p>	<p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Learners to discuss their experiences and the role that they have seen during their childhood of the school nurse</p> <p>Create a leaflet for parents/carers on the role and responsibilities of the school nurse.</p>

	<p>Activity: Provide learners with an overview to the job role of promoting healthy lifestyles and lifestyle choices, emotional health and well-being, delivering immunisations, monitoring healthy growth and development and carrying out the Child Measurement Programme.</p> <p>Discuss the value and impact of the responsibilities of a school nurse when working closely with a range of health professionals e.g. Health Visitors, GPs, Youth Workers, Youth Intervention Service, Social Workers and Community Paediatric Services.</p> <p>Example class questions:</p> <ul style="list-style-type: none">• How can the role of a school nurse promote healthy lifestyles for primary school aged children?• How can a school nurse support parents/carers?• What is the role of the school nurse in helping to ensure that children and young people with complex health needs can access education?• What responsibilities would the school nurse have to ensure support children and young people in need or at risk of harm? <p>Assessment task: Create a leaflet for parents/carers on the role and responsibilities of the school nurse.</p> <p>Suggested areas to include:</p> <ul style="list-style-type: none">• General advice about health conditions• Delivering immunisations• Monitor healthy growth and development• Support for parents/carers e.g. Support with toileting issues / bedwetting / constipation		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 3:</p> <p>The roles of health care professionals within all areas of the sector</p> <p>AC 3.3</p>	<p>8</p>	<p>The roles of health care professionals within all areas of the sector</p> <p>Optician</p> <p>Discuss the role of an optician focusing on their specialism as vision care professional who help patients to be properly fitted with new contact lenses and eyeglasses following obtaining prescriptions from optometrists and ophthalmologists. Discuss how opticians also assist customers to decide which contact lenses or eyeglass frames to have.</p> <p>Activity:</p> <p>Focus group discussion on the role and the responsibilities of an optician. Learners to place post it notes on the board of the different aspects of the role.</p> <p>For example:</p> <ul style="list-style-type: none"> • Receiving prescriptions for contact lenses or eyeglasses • Measuring and ensuring the proper fit of eyeglasses, assisting customers in choosing eyeglass frames and lenses sometimes for specific needs i.e. sports or occupational use. • Their role in providing education to customers about their eyewear and repairing and replacing eyeglass frames as needed. • Learners to create an overview of their findings as a job summary <p>Dentist</p> <p>Focus the discussion on the role and responsibilities of dentists and their value and impact on the frontline of good oral health. Focus on how they work with communities to prevent and treat dental/oral disease, correct dental irregularities and treat dental/facial injuries.</p>	<p>Discuss the role of an optician focusing on their specialism – job role fact sheet</p> <p>Post it notes or use of white board / group or discussion platform for on-line teaching</p> <p>Discuss the role of a dentist focusing on their specialism and role in the community – job role fact sheet</p>	<p>.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Learners to place post it notes on the board of the different aspects of the role of a optician</p> <p>Learners to create a spider gram of all the different treatments and procedures that a dentist</p> <p>Each learner to participate in summarising and speaking to feedback to the class for discussion</p>

	<ul style="list-style-type: none">• Example class questions:<ul style="list-style-type: none">• What advice can a dentist provide parents/carers on how best to encourage their children to look after their teeth?• How can dentists reduce tooth decay, gum disease and other problems as an early intervention for children? <p>Assessment task: Learners to create a spider gram of all the different treatments and procedures that a dentist carries out within a dental practice e.g. diagnose, treat and prevent tooth decay and gum disease, regular 'check-ups', drill, prepare and fill cavities, fit dentures and other devices, scale and polish teeth, remove decayed teeth and advise on oral hygiene. Also correct irregularities such as crooked teeth, especially in children.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 3:</p> <p>The roles of health care professionals within all areas of the sector</p> <p>AC 3.3</p>	<p>9</p>	<p>The roles of health care professionals within all areas of the sector</p> <p>Counsellor</p> <p>Introduce the session objectives and assessment process.</p> <p>Discuss the value and significance of the role of a counsellor. The various reasons why people may need counselling such as, debt, bereavement, drug or alcohol dependency, domestic violence, etc</p> <p>Focus on the importance of the skills a counsellor will need which include listening carefully and patiently, so that you can begin to understand the client's difficulties, asking questions to help the client explore different parts of their life, the significance of being a good listener to have good communication skills, and ask the right questions, to like listening to others and understand the importance not to make judgements or give advice to your clients. Discuss the significance of the role of the counsellor is to help people to act for themselves.</p> <p>Discuss how the role supports strategies such as skilfully asking questions which are aimed at helping clients explore various aspects of their life and feelings, encouraging them to talk as freely and openly as possible, as clients slowly disclose their feelings they may release intense feelings, such as anger, anxiety and grief, which they may not have shown in front of their family or closest friends. You will be trained in how to deal with these emotional outbursts, without becoming emotionally affected yourself. You must be able to keep your feelings to one side, in order to be able to help your client.</p>	<p>Child Therapist – Role and responsibilities video clip</p> <p>https://www.youtube.com/watch?v=-Jqj3WrrRU</p>	<p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p>

	<p>Activity:</p> <p>Develop the understanding of the important for counsellors to establish a trusting relationship with their clients. As the relationship develops, many clients are able to address aspects of their lives that they might not have thought about or felt able to face before.</p> <p>In groups consider the value of the important that counsellors do not give advice, make judgements or attempt to impose answers on their clients - that is not their role. The aim must always be to enable people to identify and talk about their problems, and then to act for themselves in solving them. Learners are to provide an account with a brief explanation of the benefits for people of differing circumstances and emotional, social or psychological needs. Develop discussions around the type of problems people may experience such as helping people to cope with e.g:</p> <ul style="list-style-type: none"> • Chronic or terminal illnesses • Bereavement • Drug or alcohol dependency • Victims of crime • Survivors of serious accidents who experience post-traumatic stress disorders • Students with personal, social and academic problems <p>Learners to make notes based on their discussions and feedback to the class of the value and impact of the role of a counsellor.</p> <p>Play therapist</p> <p>Discuss the role and responsibilities of a Play therapist in helping and supporting children i.e. usually aged 3 to 11 and occasionally adolescents and how this support can also help families work through difficult life issues and experiences.</p>		
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	<p>Discuss the range and varied support provided e.g. abuse and neglect, bereavement, depression and anxiety, divorce and family separations, learning difficulties, psychological problems and traumatic experiences and violence.</p> <p>Activity:</p> <p>Example class questions:</p> <ul style="list-style-type: none">• What types of life experiences could cause emotional difficulties?• How can children's emotional needs benefit from the support of a play therapist? <p>Play therapists deal with complex issues that cannot be treated in the same way as with adults. What skills do you think play therapists would need to support children through difficult life issues?</p>		
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		<ul style="list-style-type: none">• Play therapist use children's understanding of the world through play to support how children express themselves. How can play support and help with children's expression? <p>Discuss the range of responsibilities of a Play therapist. accept children through self-referral and referrals from other support professionals in organisations such as schools, hospitals, clinics and social services. Develop the learners understanding through a role overview video clip Child Therapist – Role and responsibilities https://www.youtube.com/watch?v=I-Jqj3WrrRU</p> <p>Discuss the value and impact of their role in assessing each child and their individual needs to determine a course of therapeutic treatment and providing the appropriate therapeutic interventions in individual and group therapy sessions to help children process and cope with the issues they're facing.</p> <p>Assessment task: Learners discuss in groups the range of supportive strategies for children's emotional and social development through the intervention of play therapy. Learners to add ideas to an A3 sheet placed on each table, using photos and individual case studies of children to support their discussions. The case studies could reflect children who have experienced abuse and neglect, bereavement, depression and anxiety, divorce and family separations, learning difficulties, psychological problems and traumatic experiences and violence etc.</p>		
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	<p>The strategies may relate to for example:</p> <ul style="list-style-type: none">• Building up a relationship of trust with children and their parents/carers• To create a safe and stable environment in which children can express themselves• The benefit of providing therapeutic interventions on a regular basis• To work as part of a multidisciplinary team with other healthcare professionals, such as social workers, psychologists, occupational therapists and medical practitioners etc.• Communication through meetings, maintain client records and produce reports on activities and progress. <p>Learners to make notes based on their discussions and feedback to the class of the range of supportive strategies for children's emotional and social development through the intervention of play therapy.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 3:</p> <p>The roles of health care professionals within all areas of the sector</p> <p>AC 3.2</p>	<p>10</p>	<p>The roles of health care professionals within all areas of the sector</p> <p>Introduce the unit objectives and assessment process. Discuss the role and responsibilities of a Nurse and their role in caring for people who are ill or injured, looking after people who need special care, for example, because they are pregnant or disabled.</p> <p>Nurse</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • What types of skills would you need in nursing? • What personal qualities are important for nursing? • Identify the range of routine tasks a nurse may carry out in his/her role? <p>Discuss the value and skills required, such as having tact, and respect for each patient as an individual, to be caring and have a friendly, open personality, to have good communication and teamwork skills and to be able to deal with distressing situations. Discuss the areas that nurses specialise in known as 'fields'.</p> <ul style="list-style-type: none"> • adult nursing • mental health nursing • learning disability nursing • children's nursing 	<p>Discuss the role of an Nurse focusing on their specialism – job role fact sheet</p> <p>Venn diagram</p> <p>Discuss the role of a Doctor focusing on their specialism – job role fact sheet</p>	<p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Discuss the value and skills required</p> <p>Discuss the value and impact of the role of the nurse</p> <p>Learners to discuss and feedback the range of practical nursing responsibilities that the role can involve</p>

	<p>Develop the learner's knowledge and understanding of how the role of the nurse varies based on how some patients have short stays in hospital, and in places like community clinics and GPs' surgeries, and they you may be seeing lots of patients in a short space of time. Discuss how the role of the Nurse will be very varied e.g. dealing with a broken arm or giving an injection against a tropical disease to someone who is going on holiday. Discuss how nursing some patients, such as people with cancer, can take place over months or years, and how this type of nursing relies on a close, trusting relationship between the nurse and the patient. Within nursing, there are many areas of work, depending on the field.</p> <p>Discuss the following examples of specialist areas:</p> <ul style="list-style-type: none"> • intensive care • cancer care • theatre and recovery • care of older people <p>Discuss the value and impact of the role of the nurse in various 'fields' and how the focus is on the person you are caring for, not simply their reason for needing medical care.</p> <p>Activity: Develop the learners understanding of listening and talking to the patient, answering questions and dealing with any anxiety or concerns the patient might have and the value of talking to the patient's family or carers to updating them on the patient's progress or explaining treatment.</p>		<p>Learners to distinguish in pairs or small groups between the role of a registered nurse and the role of a general doctor (GP) and create a Venn diagram</p>
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	<p>Example class questions:</p> <ul style="list-style-type: none">• A nurse's role involves supporting a patient's emotional needs, while taking into account any social or personal problems patient may have. How can nurses meet the individual patients care needs?• Nurse's need to keep very careful, accurate records and have a care plan in place. Why is it important to change the care plan, depending on your observations of the patient? <p>Assessment task:</p> <p>Learners to discuss and feedback the range of practical nursing responsibilities that the role can involve e.g. checking temperatures, giving drugs and injections, dressing wounds and changing bandages, record keeping. Learners to make notes and place key points on one colour post it notes and place on whiteboard.</p> <p>Doctor</p> <p>Discuss the role of a doctor, helping people, treating illness, providing advice and reassurance, and seeing the effects of both ill health and good health from the patient's point of view. Discuss the importance of the role in examining the symptoms presented by a patient while considering a range of possible diagnoses or identify what is needed to support the patient medically.</p>		
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	<p>Focus on the types of paths that a trainee doctor may choose as a specialty, from working in a hospital as a Surgeon, to being based in the community as a GP and the varied job roles and responsibilities that these roles entail as a part of a multi-disciplinary team e.g. Specialties broadly fall into one of the following categories.</p> <ul style="list-style-type: none"> • anaesthetics • general practice • medicine • obstetrics and gynaecology • ophthalmology • paediatrics • pathology • psychiatry • radiology • surgery (including dental surgery) <p>Activity: Learners to discuss how doctors provide medicine to help people and treat their illness, provide advice and reassurance, and focus on seeing the effects of both ill health and good health from the patient's point of view and feedback to the class their viewpoints on the role and responsibilities.</p> <p>Assessment task: Learners to distinguish in pairs or small groups between the role of a registered nurse and the role of a general doctor (GP) and create a Venn diagram based on the individual role and responsibilities and assess the cross over elements within both role. Feedback to class their findings and discuss their opinions and viewpoints as a whole class.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 3: The roles of health care professionals within all areas of the sector</p> <p>AC 3.3</p>	<p>11</p>	<p>The roles of health care professionals within all areas of the sector</p> <p>Midwife</p> <p>Introduce the unit objectives and assessment process. Discuss the role of the midwife caring for pregnant women, before, during and after the birth. The involvement of caring for the baby. Supporting new parents to prepare for the birth, providing advice on the care of new-born babies, and give practical and emotional advice and support. Develop the learners understanding of the responsibilities within the role caring for the mother and baby and the role throughout pregnancy examining the mother and baby, referring anything unusual to a doctor.</p> <p>Discuss the factors involved in the role of a Midwife, such as being responsible for the delivery of the baby, caring for and supporting the mother during labour, also after the birth the role continuing to look after the mother and baby, giving advice on feeding and baby care etc.</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • What types of record details of the woman's medical history would be needed to assess her health? • Why would a midwife need to develop a close, trusting relationship with the pregnant woman? • As a Midwife, why would it be important to examine the mother and unborn baby regularly throughout the pregnancy? • What types of support and education for pregnant women and their partners would often be carried out through special classes? • Following birth, how does a midwife support the parents to look after the baby? 	<p>Venn diagram</p>	<p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Discuss the factors involved in the role of a Midwife.</p> <p>Discuss the range of support provided through the role of a health visitor.</p> <p>Learners can work in pairs or in small groups to create a spider gram based on their knowledge of the role of the health visitor in supporting babies, young children and families / carers.</p>

	<p>Health visitor</p> <p>Discuss the health visiting services in assessing the development of the child and providing a professional assessment of family resilience through consideration to the whole setting, the environment and the wider influences such as social, economic and environmental factors, and the impact of the role of the health visitor in assessing whether the child and or family need additional support to support to address areas of concern.</p> <p>Develop the learner's knowledge and understanding of the Welsh health visiting service work in partnership to develop a fully validated all Wales Health Visiting Family Resilience Assessment Instrument Tool (FRAIT) to identify additional needs, identify potential safeguarding concerns, and to provide interventions to review and evaluate progress.</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • How do health visitors support and encourage universal screening? • Health visitors may provide a targeted visiting service for a mother expecting her first baby, what other reasons could there be for targeted support? <p>Activity:</p> <p>Discuss the range of support provided through the role of a health visitor. Support the learner's knowledge and understanding of a Health Visitor and how the role provides for babies and young children's growth and development assessments. Learners can work in pairs or in small groups to create a spider gram based on their knowledge of the role of the health visitor in supporting babies, young children and families / carers.</p>		<p>Discuss each group findings as a class and as a whole class consider their responses</p> <p>Learner to create a Venn diagram based on the support for mothers during and after pregnancy, separate the Venn diagram in the role of the midwife and the role of the health visitor</p> <p>Learners can share their key points based on their discussions through a group feedback to the class.</p>
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	<p>Discuss each group findings as a class and as a whole class consider their responses and discuss how the role helps to support parents with weaning and baby advice, promotes secure attachment and bonding between parent / carer and their baby and discusses expected developmental milestones, additionally Health visitors support the family/carers in key health messages e.g. breastfeeding, dental health, healthy nutrition and promoting baby development.</p> <p>Assessment task: Learner to create a Venn diagram based on the support for mothers during and after pregnancy, separate the Venn diagram in the role of the midwife and the role of the health visitor, with in inclusion of the and the links and relations between the two roles and where they cross over in their support. Learners can share their key points based on their discussions through a group feedback to the class.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 3:</p> <p>The roles of health care professionals within all areas of the sector</p> <p>AC 3.3</p>	<p>12</p>	<p>The roles of health care professionals within all areas of the sector</p> <p>Alcohol and drug services</p> <p>Introduce the unit objectives and assessment process. Discuss with learners the value and impact of alcohol and drug services to support and protect children and young people from harm by building their self-efficacy and resilience to risk. Develop the learner's knowledge and understanding of the role of the drug and alcohol service in reducing the attitudes towards alcohol being seen to facilitate socialising and maintaining friendships. To provide factual data about what substance abuse is and the consequences that addiction can have on the mental health, family relationships, and other areas of functioning. To raise awareness of how a drug can affect your mind and body, and to create an understanding and realisation of the potential damage that could occur, or the damage that has already occurred.</p> <p>Discuss the range of support provided through drug and alcohol services and their value and benefits when educating children and young people on the factors that influence underage drinking and the effects of substance abuse. Raising awareness for pupils of the various internal and external support structures that provide advice and guidance. Substance abuse education can include information about what the treatment entails to prepare everyone involved for the potential outcomes. View the website: Wales Drug and Alcohol services</p> <p>https://dan247.org.uk/</p>	<p>Wales Drug and Alcohol services https://dan247.org.uk /</p> <p>Awareness videos made with children and young people in mind by children and young people.</p> <p>Grange Hill Cast Just say no https://www.youtube.com/watch?v=kkQXnQ0pIDA</p> <p>Drug and Alcohol Abuse Awareness – South Wales Police https://www.youtube.com/watch?v=g_47H0VXNFw</p>	<p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Provide learners with the opportunity to make a short motivational video clip to potentially share with young people to help raise awareness, prevent substance misuse, provide guidance and offer support.</p>

	<p>Example class questions:</p> <ul style="list-style-type: none"> • How can adults support children and young people to make healthy choices and develop healthy behaviours in their lives? • How can the drug and alcohol service target support where it is most needed? <p>Activity:</p> <p>Discuss with learners the factors and influences why children and young people get involved in alcohol or substance abuse. They may be less motivated at school and have lower expectations of achievement, they have tendencies towards rebelliousness at school/home or experience little parental control or have difficulties with stress, anxiety and depression. In order to gain an understanding of the reasons why children and young people may turn to alcohol or substance abuse, they can be categorised into their ages and stages of development.</p> <p>To support this understanding learners can create a development sorting cards in small groups to classify a range of possible factors and influences for drug and alcohol misuse of a typical age group:</p> <p>Examples: age and typical developmental stages:</p> <ul style="list-style-type: none"> • 7-11 years: where children learn to develop the concept of social behaviour and morals • 12-15 years: where children learn develop identify, ideas of acceptance and conformity • 16-19 years: where young people may change in personal and gender relationships, develop independence and responsibility in personal social behaviours etc. <p>Each group to summarise and feedback to class for discussion.</p> <p>Assessment Task:</p> <p>Provide learners with the opportunity to make a short motivational video clip to potentially share with young people to help raise awareness, prevent substance misuse, provide guidance and offer support.</p>		<p>To support this understanding learners can create a development sorting cards in small groups to classify a range of possible factors and influences for drug and alcohol misuse of a typical age group</p>
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	<p>Video examples:</p> <p>Both links offer awareness videos made with children and young people in mind by children and young people.</p> <p>Grange Hill Cast Just say no https://www.youtube.com/watch?v=kkQXnQ0plDA</p> <p>Drug and Alcohol Abuse Awareness – South Wales Police https://www.youtube.com/watch?v=q_47HOVXNFw</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 3:</p> <p>The roles of health care professionals within all areas of the sector</p> <p>AC 3.3</p>	<p>13</p>	<p>The roles of health care professionals within all areas of the sector. Introduce the session objectives and assessment process. Discuss the range and value of the Allied Health Professionals supporting children and young people through specific health needs.</p> <p>Roles and responsibilities of Allied Health Professionals needs e.g.</p> <ul style="list-style-type: none"> • Art, music and drama therapy – supporting psychological / emotional / cognitive / physical / communicative / well-being and social needs • Dietetics - provide practical advice to motivate clients, patients and carers / promoting behaviour changing techniques / improve health and treat diseases or conditions / advise on diet to avoid side effects of medications • Occupational therapists - provide support to people whose health prevents them doing the activities that matter to them / identify strengths and difficulties people may have in everyday life / practice the activity in manageable stages / providing equipment and devices or modifying your environment to make activities easier • Radiography - Diagnostic and therapeutic – Diagnostic – diagnose illnesses and injuries & therapeutic treat and care for people with cancer • Physiotherapist - work with people who have a wide range of conditions e.g. musculoskeletal / Cardiovascular / respiratory and long-term medical conditions - assessing the problem and deciding how to treat it, through movement and exercise or manual therapy / massage 	<p>Provide learners with opportunities to view videos on the varied job roles or experience guest speakers to support their knowledge and understanding in this area.</p> <p>Job role factsheets / videos professionals / guest speakers</p>	<p>Discuss the range and value of the Allied Health Professionals supporting children and young people through specific health needs.</p> <p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p>

	<ul style="list-style-type: none">• Podiatry - treat people who have an underlying illness or condition that put their legs and feet at increased risk of injury - aim to improve the mobility / independence / quality of life for patients - treating any health care need associated with the foot and ankle.• Operating Department Practitioner (ODP) - work alongside surgeons / anaesthetists and other healthcare staff in a team. Vital part of the multidisciplinary operating theatre team / providing a high standard of patient focused care during anaesthesia / surgery and recovery. Responding to patients' physical and psychological needs.• Speech and language therapy - assess and treat people with communication, eating drinking and swallowing problem and conditions e.g. mild, moderate or severe learning difficulties / physical disabilities / language delay / hearing impairment / cleft palate / stammering / autism/social interaction difficulties <p>Activity:</p> <p>Provide learners with opportunities to view videos on the varied job roles or experience professional talks / guest speakers to support their knowledge and understanding of the varying roles in this health care area.</p>		
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4.2 Programme of Study (based on approx. 6 hours delivery per week)

This programme of study provides one possible approach to the course. It is not designed to be prescriptive and centres are free to structure the course in the way that best suits their individual circumstances. If there is more than one teacher delivering the course, the programme can be tailored to their individual specialisms.

The activities within this guidance, where possible, adopt an applied and purposeful approach to learning.

Mandatory unit 330: Principles and theories that influence children's care, play, learning and development in the 21st century in Wales

(Activities and assessments can be used for remote or face to face lessons through the use of the facilities within on-line programmes and teaching platforms – the resource section has been reduced to reflect the need for both teaching formats)

Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
Mandatory unit 330 Topic 4: Promoting learning 0-19 years AC 4.1	1	Promoting learning 0-19 years Principles to ensure inclusive learning for all children 0-19 years. Introduce the unit objectives and assessment process. Develop the learner's knowledge of the unit's structure and the topic content. This unit aims to allow learners to reaffirm their knowledge in relation to inclusion and extend knowledge by gaining a broad in-depth theoretical understanding of the different learning styles and how these impact on development and the theories that underpin children's learning in relation to learning styles, the need for planning activities that engage all senses and meet children's needs - extends from types of play. Develop learners understanding of the value of children accessing different opportunities in formal and informal environments to learn	Coloured pen and A3 paper for group spider gram activity	Create a spider gram of thoughts and ideas of supportive activities and resources for children 0-19 years. Feedback to class for further discussion on the benefits of supporting children's learning styles through a range of activities and resources.

	<p>and to participate in varied curricular and extra-curricular experiences and how children of all ages can be supported by professionals/workers, family/carers and in different situations to work towards meeting personal goals and targets e.g. referral services, unified plans.</p> <p>Develop and understanding of how early intervention can promote health and well-being e.g. First 1,000 days collaborative(PHW) and the requirements needed in order to justify making changes to practice e.g. reflection, risk benefit analysis.</p> <p>Develop learners understanding the three main learning styles that children 0-19 years may favour and how learning styles impact on learning and development. Learning styles to include, auditory, kinaesthetic, visual.</p> <p>Activity:</p> <p>Discuss the range of learning that occurs as a result of different experiences and opportunities during childhood, and the impact on how children learn to make sense of the world, develop their thought processes, reasoning, problem solving and understanding. Focus on the interactions between children and adults as the driving force of promoting learning and development, whereby positive role models support with clear explanations, questions and answers etc. to assist and develop further understanding through an active process.</p> <p>Discuss the types of learning styles and how children and adults learn in different ways and through different learning styles e.g. auditory, kinaesthetic, visual.</p> <p>Assessment task: In small groups learners discuss a range of learning style activities or resources available in their placement. Consider and discuss how</p>		Q&A to individual learners on overall discussion/findings and class questions
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		kinaesthetic, auditory and visual activities and resources can scaffold learning and support an understanding for children's development for children aged 0-19 years. Create a spider gram of thoughts and ideas of supportive activities and resources for children 0-19 years. Feedback to class for further discussion on the benefits of supporting children's learning styles through a range of activities and resources.		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
Mandatory unit 330 Topic 4: Promoting learning 0-19 years AC 4.1	2	Promoting learning 0-19 years Develop learner's knowledge and understanding of the importance and value of ensuring children can access different opportunities within formal and informal learning environments to promote learning and development. Discuss a range of curriculum and extra-curricular learning opportunities to promote learning and development, through indoor and outdoor learning experiences, which create opportunities for exploration, experimentation, and practical experiences. Curriculum and extra-curricular learning opportunities and activities may relate to digital literacy / ICT activities, creative, artistic, musical activities etc. through paired work, group work and one-to-one teaching through participation in discussions, questioning, presentations offering bi-lingual and multi-lingual learning experiences including sign language. Develop the learner's knowledge and understanding of the benefit engaging children through exploration, experimentation, and practical experiences to develop all senses in children's learning experiences,	Video examples to help with understanding of early years indoor and outdoor activities and resources. Indoor classroom learning areas - https://www.youtube.com/watch?v=hr8d-MfIX0g Outdoor classroom learning areas - https://www.youtube.com/watch?v=NFBxzo zgLE8	Each learner to participate in summarising and speaking to feedback to the class for discussion. Q&A to individual learners on overall discussion/findings and class questions Split the class in groups to discuss the importance and value of ensuring children access different opportunities within formal and informal learning environments to promote learning and development. Learners to create a table to identify a range of

	<p>through peer engagement and creating friendships and personal identity.</p> <p>Activity: Split the class in groups to discuss the importance and value of ensuring children access different opportunities within formal and informal learning environments to promote learning and development. Learners to create a table to identify a range of curriculum and extra-curricular activities and experiences that children may participate in. Develop ideas of the benefits of each of these types of activities and experiences can have for children's overall development.</p> <p>Example discussion areas:</p> <ul style="list-style-type: none">• Supports positive relationships e.g. positive role models, opportunities to interact with children of differing age groups etc.• Develop self-esteem e.g. supports a sense of belonging, confidence in own development, empowering and challenging etc.• Improving resilience e.g. Develops self-determination, builds tolerance, independence skills etc• Promoting friendships in the wider community e.g. developing respect for others, develops commitment, supports responsibility etc. <p>Assessment task:</p> <p>Focus further development, knowledge and understanding of the benefit engaging children through exploration, experimentation, and</p>		<p>curriculum and extra-curricular activities and experiences that children may participate in.</p> <p>Develop ideas of the benefits of each of these types of activities and experiences can have for children's overall development.</p> <p>Learners to create age suitable learning activities for children aged 3-7 years linking to the areas of learning in the Early Years Curriculum linking multisensory experiences.</p>
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practical experiences to develop all senses in children's learning experiences. Split the class into groups to develop two focused areas of learning each.

1. Indoor sensory activity
2. Outdoor sensory activity.

Video examples to help with understanding of early years indoor and outdoor activities and resources.

Indoor area - <https://www.youtube.com/watch?v=hr8d-MfIX0g>

Outdoor areas - <https://www.youtube.com/watch?v=NFBxzozgLE8>

Examples of ideas to develop task activities:

- Sight - observing change, creative, magnifying glass etc.
- Sound - animal noises, songs and rhymes, key vocabulary etc.
- Touch - sensory tactile, handling new materials, feely bag or box etc.
- Smell - grass, plants, smelling bottles etc
- Taste - food sampling, vegetable or herb garden, food art etc.

Learners to create age suitable learning activities for children aged 3-7 years linking to the areas of learning in the Early Years Curriculum linking multisensory experiences.

Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p data-bbox="143 328 293 392">Mandatory unit 330</p> <p data-bbox="143 435 327 746">Topic 4: Supporting and challenging children to work towards goals and targets.</p> <p data-bbox="143 826 232 858">AC 4.2</p>	<p data-bbox="398 328 421 360">3</p>	<p data-bbox="479 328 1301 392">Supporting and challenging children to work towards goals and targets.</p> <p data-bbox="479 435 1384 643">Introduce the session objectives and assessment process. Develop learner’s knowledge and understanding through whole class discussion of how childcare workers can support and challenge children to work towards their individual goals and targets and the activities that promote development which may link to individual learning styles and additional needs.</p> <p data-bbox="479 686 1391 893">Development of understanding a range of additional needs including behavioural needs and support or specific needs, e.g. Down’s syndrome, dyspraxia, dyslexia, dyscalculia, sensory impairment, , auditory, autistic spectrum disorder, Attention Deficit Hyperactivity Disorder (ADHD) also additional needs relating to children and young people who are considered to be more able and talented (MAT) learners.</p> <p data-bbox="479 936 808 968">Example class questions:</p> <ul data-bbox="528 1011 1384 1345" style="list-style-type: none"> • Based on your experiences and knowledge of working with children. How could you support a child’s preferred way of learning? • How would this preferred way of learning be put into practice? • Can you relate to experiences working with children and young people where additional support has made a change in behavioural needs? • How can childcare workers support and challenge children? • Can you make suggestions of how childcare workers help 		<p data-bbox="1733 328 2085 424">Learners to create a spider-gram on the specific needs for a range of ALN</p> <p data-bbox="1733 467 2085 707">Learners to create a focused discussion on the benefits of introducing boundaries from an early age and the significance of supporting and challenging children.</p> <p data-bbox="1733 750 2085 957">Group research and presentation of each area discussed in class-based discussions and on relevant and appropriate sources of information.</p> <p data-bbox="1733 1000 2085 1319">Each group to present through oral presentation and visual images with each group member having an equal element to present. Offer opportunities for Q&A and further discussions from whole class input</p>

		<p>children to work towards their individual goals and targets?</p> <p>Activity:</p> <p>Discuss a range of behavioural needs and support that can be provided. Learners to create a focused discussion on the benefits of introducing boundaries from an early age and the significance of supporting and challenging children and young people.</p> <p>Split the class into group to create a spider gram of thoughts on this area of discussion considering the importance of support e.g.</p> <ol style="list-style-type: none"> 1. Being available and make time for children to discuss issues 2. Talking and listening to children from a very early age and set of support pattern for life 3. The value of gaining support from friends and try positive approaches 4. The value of gaining advice from your GP, a health visitor, or your child's teacher 5. Being willing to give children chances to show they can be trusted <p>Groups may feedback to class for further discussion on the benefits of supporting and challenging children and young people while recognising different needs of children.</p> <p>Develop classroom discussion to gaining the knowledge and understanding of the value of implementing the Additional Learning Need (ALN) policy with recognition of needs when overseeing the day-to-day operation of the setting. Discuss the significance of liaising and offering advice to school staff on ALN issues e.g. providing professional support and training to all staff to enable the early identification, assessment and planning for learners with ALN while ensuring the</p>		<p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p>
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		<p>appropriate educational plan is in place to support holistic learning needs</p> <p>Activity:</p> <p>Focus on the importance of promoting inclusion in all areas of learning within the education settings to provide for each Additional Learning Need, learners can create a spider-gram on the specific needs for a range of ALN and the areas of development that may need further support, for example:</p> <ul style="list-style-type: none">• Developmental delay - If a child or young person is making no progress, or is making progress at a rate far slower than their peers• Cognitive - affecting a person's ability to learn intellectually• Speech and language - the ability to use and understand language / forms of communication• Social and emotional - which affects a person's ability to learn social skills, may cause difficulty with self-control or with behaviour• Fine motor skills - control of fingers and use of small objects• Gross motor skills - control of large muscles• Cerebral palsy - Muscle stiffness, floppiness, weakness and co-ordination difficulties		
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- Behavioural difficulties - Children and young people with behaviour difficulties tend to show emotional or disruptive behaviour
- Autistic Spectrum Condition (ASC) - developmental difficulty in social communication and interaction
- ADHD - Attention Deficit Hyperactivity Disorder can affect a person's ability to concentrate and their control of impulsivity

Assessment task:

Group research and presentation of each area discussed in class-based discussions and on relevant and appropriate sources of information. Base discussions on the importance of promoting inclusion in all areas and learning within the education settings to provide for each Additional Learning Need. Different learning needs can be allocated to each group.

Learners need to consider the impact of gaining the knowledge and understanding of the needs of individual learners to personalise learning experiences to create clear and achievable goal in an environment that is sensitive and reflective so that learners feel safe to make mistakes and encourages positive behaviour.

Each group to present through oral presentation and visual images with each group member having an equal element to present. Offer opportunities for Q&A and further discussions from whole class input.

Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 4:</p> <p>Supporting and challenging children to work towards goals and targets.</p> <p>AC 4.2</p>	4	<p>Supporting and challenging children to work towards goals and targets.</p> <p>Develop learner’s knowledge and understanding of the principles involved as part of the planning cycle within early years education. Discuss the value of providing a holistic educational provision for young children, where planning supports understanding, inspiring and stimulating children’s potential for learning. Early years workers involvement in children’s learning is of essential importance especially when communications involve open-ended questioning, shared and sustained thinking.</p> <p>Discuss the significance of creating a balance between structured learning through child-initiated activities and teacher-led to provide children opportunities to be activity involved in their own learning and to build on what they already know and understand to enhance and extends children’s holistic.</p> <p>Develop whole class discussions on the value of the early years curriculum in providing a comprehensive and differentiated curriculum, through appropriate planning and structured experiences through the varied areas of learning children can develop and progress in their development.</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • How can child-led learning be implemented in an early years environment? • Why is active learning important for holistic development? How can adults support children through well-planned activities? 	<p>Information link: Welsh Government – Curriculum for Wales https://gov.wales/preparing-new-curriculum</p> <p>Example of an Individual Development Plan (IDP): Snap Cymru https://www.snapcymru.org/wp-content/uploads/2014/09/IDP-Booklet.pdf</p> <p>Example of an individual Development plan (IDP) https://supportandprovision.pembsinclusion.service.wales/wp-content/uploads/2019/09/IDP-template.pdf</p>	<p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p>

	<p>Develop knowledge of the new curriculum based on the Donaldson review 'Successful Futures' to support learner's future progression in varied job roles working with children. The new curriculum aims to reflect the changes in society and create a purposeful learning environment. Provide an overview of the subjects grouped into six areas of learning and experience. Information link: Welsh Government – Curriculum for Wales https://gov.wales/preparing-new-curriculum</p> <p>This link will provide further information on preparing for the roll out of the new curriculum – presentation</p> <p>Activity:</p> <p>Split the class into small groups to research each area of learning and present their findings to the class.</p> <ul style="list-style-type: none">• Expressive Arts• Health and Well-being• Humanities• Languages• Literacy and Communication• Mathematics and Numeracy• Science and Technology <p>Each group can focus their research on the aim, purpose and value of their assigned area to share with the class as a whole.</p> <p>Presentation and videos about the curriculum and areas of learning and experience can be found through the information link: Welsh Government – Curriculum for Wales https://gov.wales/preparing-new-curriculum</p>		
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	<p>Discuss the value of the new curriculum in its aim to increase support for children with additional learning needs and developing teacher and childcare worker training and accountability. Providing flexibility to teaching for the best outcomes for their learners through providing more focus on assessments, personal progression, challenging children and young people to be the best they can be, providing opportunities for problem solving, creativity and critical thinking etc.</p> <p>Information link: Welsh Government – Curriculum for Wales https://gov.wales/preparing-new-curriculum This link will provide further information on additional learning needs in the context of curriculum Wales 2022 – presentation</p> <p>Example class questions:</p> <ul style="list-style-type: none">• How can different learning styles be considered within different environments?• How can different strategies be used to ensure differentiation and inclusion in a range of childcare settings?• Based on work place experiences, knowledge and understanding What types of learning resources can be made available to ensure differentiation and inclusion when working with children? <p>Assessment task:</p> <p>Discuss the range of strategies that could be used to support a positive learning environment and ensure differentiation and inclusion. Each learner to develop a detailed and stimulating activity with appropriate resources to support children in the early years. Develop the activity to be inclusive and provide differentiation for children with specific learning or /behavioural</p>		
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need e.g. Down's syndrome, dyspraxia, dyslexia, dyscalculia, sensory impairment, auditory, autistic spectrum disorder, Attention Deficit Hyperactivity Disorder (ADHD) and more able and talented (MAT) learners.

Outline the value of the statutory curriculum to develop healthy, confident individuals, ready to lead fulfilling lives as valued members of society and ready to play a full part in life and work. The school curriculum aims to support personal and social dev to prepare learners to be personally and socially effective through providing learning experiences to develop and apply skills while exploring personal attitudes and values to acquire appropriate knowledge and understanding.

Example class questions:

- How does the statutory curriculum develop learners' self-esteem and a sense of personal responsibility?
- How can schools support and promote the well-being of children?
- In which way does the statutory curriculum aim to develop positive attitudes and behaviour towards a sustainable development and create an understanding of global citizenship?

Assessment task:

Split learners into focus groups to design their own ideas for the new curriculum based on the four purposes as an aspiration for a schools' curriculum design. Create a range of school-based activities or schemes to support and encourage growth and development in the areas set out in the four purposes. The activities or schemes are to be school based which embed and actively promote positive action through the aim of a school's curriculum to support its learners to become:

		<ul style="list-style-type: none"> • Ambitious, capable learners, ready to learn throughout their lives • Enterprising, creative contributors, ready to play a full part in life and work • Ethical, informed citizens of wales and the world • Healthy, confident individuals, ready to lead fulfilling lives as valued members of society. <p>Each group to feedback its design ideas of each of the four purposes and share and develop ideas through whole class discussion and suggestions.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
Mandatory unit 330 Topic 4: Supporting and challenging children to work towards goals and targets. AC 4.2	5	Supporting and challenging children to work towards goals and targets. Develop discussions on supporting children to work towards their goals and targets. Discuss the purpose and value of monitoring and observing children to make informed decisions in relation to whether children's additional learning needs are being met. Focus on supporting the learner's knowledge and understanding of the types and purpose of plans that need to be in place to ensure inclusive learning e.g, personal play plans to support specific learning needs, personal behaviour plans (PBP) to manage and support behaviour, unified plans e.g. individual development plan (IDP) to support care and ALN for children. Develop an understanding of the types of plans and modes of review that can change based on changes to legislation.		Each learner to participate in summarising and speaking to feedback to the class for discussion. Q&A to individual learners on overall discussion/findings and class questions

	<p>Focus whole class discussion on the role and responsibilities of the Additional Needs Coordinator (ANCO/ALNCo) and how this role can support children’s learning and holistic development. Discuss the role of the ALNCo in providing professional support to staff to enable early identification, assessment and planning for learners with ALN while managing target setting through IDP’s development and reviews.</p> <p>Example class questions:</p> <ul style="list-style-type: none">• How does the role of the ALNCo ensure the needs of all learners with ALN within the education setting are met?• How does managing target setting through IDP’s development support children with ALN? <p>Discuss the changes brought about through The Additional Learning Needs and Education Tribunal (Wales) Act 2018. Focus learning on how this Act aims to create a unified legislative framework to support all children of compulsory school age or below with additional learning needs (ALN) and to support young people with ALN who are in school further education (FE).</p> <p>Develop the understanding and significance of the Equality Act 2010 and how settings must not discriminate against disabled children and Inclusive practice should be demonstrated throughout the setting, e.g. allowing all children to access the same learning opportunities.</p> <p>Activity:</p> <p>Discuss the value of Individual learning plans (IDP) to support all children provided with an education that enables them to achieve the best educational outcomes. Discuss the support an IDP aims to provide children’s individual needs including those with SEN or disabilities e.g.</p>		
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	<p>focus on early identification as a crucial approach in helping children achieve their outcomes and ensuring settings must make reasonable adjustments to help support children with SEN and disabilities.</p> <p>Provide learners with a resources and examples of the structure of an IDP to develop their thoughts further into various ways that children with ALN can be supported to achieve their outcomes, and to ensure their needs can be met. Provide learner with a range of case studies to enhance this activity for further discussion.</p> <p>Learners to summarise the purpose and value of IDPs and create a fact board / display as a class with various coloured post it notes to describe key points gained through the discussion.</p> <p>Example resources:</p> <p>Example of an Individual Development Plan (IDP): Snap Cymru https://www.snapcymru.org/wp-content/uploads/2014/09/IDP-Booklet.pdf</p> <p>Example of an individual Development plan (IDP) https://supportandprovision.pembsinclusionsservice.wales/wp-content/uploads/2019/09/IDP-template.pdf</p> <p>Assessment task:</p> <p>The ALNCo is responsible for the day-to-day co-ordination of pupil's ALN, but what are the roles and responsibilities within the new legislation. Research and summarise the role and the responsibilities of an ALNCo to support children with Additional learning needs based on</p>		
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		<p>The Additional Learning Needs and Education Tribunal (Wales) Act 2018</p> <p>Scenario: You have just taken on the role of the ALNCo in your Primary school and you need to identify yourself and what you will be doing to help the staff and children in your school. Create a factsheet for parents/carers to be placed in the school stating the following:</p> <ul style="list-style-type: none"> • An introduction of yourself and what you will be doing to help the staff and children in your school • The role of the ALNCo • The responsibilities of the ALNCo • The new legislation <p>Feedback to class for further discussion and add completed factsheets to the fact board to support classroom discussions on supporting children to work towards their goals and targets.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 4:</p>	6	<p>Early intervention to promote learning and health and well- being</p> <p>Discuss how all children deserve the best possible start in life and their development and experiences in childhood and adolescence lays the foundations to lead happy, healthy and productive lives. Focus on how early intervention provides effective support to children and</p>		Each learner to participate in summarising and speaking to feedback to the class for discussion.

<p>Early intervention to promote learning and health and well-being</p> <p>AC 4.3</p>		<p>adolescents who are at risk of experiences poor outcomes, such as struggling at school, mental health problems or social issues involving them in negative relationships that can be harmful to themselves or others. Discuss the significance of effective early intervention to prevent problems occurring or to tackle problems efficiently before they get worse. Focus on the importance of working to put in place small solutions early on rather than having the need for a bigger solution later. Early intervention works to improve children's lives, and provide help and support to families who need it through differing methods and strategies.</p> <p>Create a focused whole class discussion of the importance of early intervention, timely needs assessments e.g. ensuring inclusion in a wide range of meaningful and appropriate activities and diagnosis of medical concerns e.g. ensuring treatment is given which will either prevent further deterioration or slow down the rate at which further deterioration occurs e.g. cystic fibrosis to promote learning and health and well-being.</p> <p>Discuss the significance of supporting children through intervention and assessment that can support health, well-being and development by ensuring</p> <ul style="list-style-type: none"> • attendance at settings/schools and colleges is maintained • full engagement in learning/education and outside of the formal environment • as full interaction is achieved as possible <p>Example class questions:</p> <ul style="list-style-type: none"> • What could be the reasons for low or sporadic attendance? 		<p>Q&A to individual learners on overall discussion/findings and class questions</p>
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- How can negative attendance rates impact on a child's health, well-being and development?
- What could schools do to improve attendance issues and raise attendance?

Activity:

Discuss the range of attendance issues that can have a negative impact on children's health, well-being and development e.g.

- Holidays during term time
- Travel issues
- Financial concerns
- Truancing

Develop an understanding of the importance of developing a whole school approach to encouraging and supporting regular attendance and good communication links with parents/carers.

Discuss the benefits of supporting and developing the following strategies:

- Regularly address attendance concerns in individuals in staff meetings and create development plans for improvement
- Address barriers to attendance such as bullying, and friendship issues
- Ensure children have access to grants for school uniform and meal allowances
- Referrals as required to support services, allied health professionals, social services etc.
- Create a positive school environment

- Provide a supportive network to assist in improving student attendance
- Develop a strong and clear attendance policy with clear and realistic targets
- Promote awareness that an absence results in lost learning time and opportunities
- Communicate with parents to work together to improve attendance
- Inform parents of well-being support that is available for children who are anxious about coming to school

Assessment task:

Provide learners with a range of short case studies to develop their thoughts further into various reasons which may impact on a child's reasons for not attending school regularly e.g.

- Behaviour issues
- Lack of parental boundaries
- Young carers or responsibility for siblings
- Parents commitment to working hours
- Poor time management
- Experiencing personal/family transition
- Health condition
- Adverse childhood experiences (ACEs)
- Bullying or friendship issues
- Anxiety and mental health
- Cultural or religious expectations

		Learners to discuss in groups the support that could be provided based on a range of appropriate responses. Discuss a groups and share with the whole class for a range of shared ideas to raise attendance.		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 3:</p> <p>Early intervention to promote learning and health and well-being</p> <p>AC 4.3</p>	7	<p>Early intervention to promote learning and health and well-being Learners need to know and understand the impact of legislation, initiatives, programmes and current thinking in relation to early intervention and needs assessments.</p> <p>Focus areas:</p> <ul style="list-style-type: none"> • Additional Learning Needs and Education Tribunal (Wales) Act 2018 • Well-being of Future Generations (Wales) Act 2015. <p>Additional Learning Needs and Education Tribunal (Wales) Act 2018</p> <p>Activity:</p> <p>Discuss the impact of the changes made through legislation through the Additional Learning Needs and Education Tribunal (Wales) Act 2018. Outline how the Act sets out a unified legislative framework to support young people with ALN in school or further education (FE) through an integrated, collaborative process of assessment, planning, and monitoring through timely and effective interventions.</p>	<p>Summary of: Additional Learning Needs and Education Tribunal (Wales) Act 2018</p> <p>Summary of: Well-being of Future Generations (Wales) Act 2015.</p>	<p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Group research and present each area discussed in a class-based presentation</p> <p>Discuss each challenge in small groups and make suggestions for change for now and the future.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p>

		<p>Highlight the significance of how each Additional Learning Need has a unique impact on each child, and through a statutory Individual Development Plan for each learner with ALN and ensures that children's needs are identified early and the right support is put in place to enable children and young people to achieve the best possible outcomes through a single statutory plan (IDP).</p> <p>Reflect on prior learning related to the act and how it requires a designated Additional Learning Needs Co-ordinator (ALNCo) for maintained schools, maintained nurseries, pupil referral units, further education institutions and colleges and requires a Early Years ALN Lead Officer to coordinate services for children under compulsory school age.</p> <p>Discuss the impact of the improved system for providing information and advice, for resolving concerns and appeals and to make arrangements for resolving disagreements and provides children and young people with various rights to receive information in relation to ALN and decisions being taken about them, and supports a strong focus on collaboration and improve information sharing</p> <p>Example class questions:</p> <ul style="list-style-type: none">• What changes have been made to early intervention and needs assessments of children based on the Additional Learning Needs and Education Tribunal (Wales) Act 2018?• What do you see as being the value of children with ALN having an Individual Development Plan (IDP)?• How does the Act consider the views of children, parents and young people as part of the planning process?		
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Assessment task:

Split the class into small groups to write an informative speech on the impact, value and the changes brought in through legislation of the Additional Learning Needs and Education Tribunal (Wales) Act 2018. Each learner should be allocated their own area and role within the creation of the speech to feedback as a group presentation to the class.

Well-being of Future Generations (Wales) Act 2015

Discuss the Well-being of Future Generations (Wales) Act 2015. Focus on how the Act supports change to work in collaboration with public service boards, local authorities, local health board and voluntary organisations etc. Discuss how the public service board aims to assess set objectives, improve the economic, social, environmental and cultural well-being of its area by working to achieve the well-being goal. The Well-being of Future Generations (Wales) Act 2015 aims to provide current and future generations a good quality of life by improving sustainable development through economic, social, environmental and cultural well-being. The act places a duty that the public bodies will be expected to carry out. A duty means they have to do this by law.

Example class questions:

- How would you describe what is meant by sustainable development?
- How can this Act help us to create a Wales that we all want to live in, now and in the future?
- How can we make sure we are all working towards the same vision?

- What are the aims of the 7 well-being goals?

Activity:

Wales faces challenges such as climate change, poverty, health inequalities and jobs and growth. How can we tackle these challenges? Discuss each challenge in small groups and make suggestions for change for now and the future.

Assessment task:

Focus on the set of seven goals which the listed public bodies must work to achieve

- A prosperous Wales e.g. A productive and low carbon society which uses resources efficiently
- A resilient Wales e.g. A nation which enhances healthy functioning ecosystems that support social, economic and ecological resilience
- A healthier Wales e.g. A society in which people's physical and mental well-being is maximised
- A more equal Wales e.g. A society that enables people to fulfil their potential regardless of background or circumstances
- A Wales of cohesive communities e.g. Attractive, safe and well-connected communities.
- A Wales of vibrant culture and thriving Welsh language e.g. A society that promotes and protects culture, heritage and the Welsh language

		<ul style="list-style-type: none"> A globally responsible Wales e.g. A nation which takes account of whether changes make a positive contribution to global well-being. <p>Group research and present each area discussed in a class-based presentation using appropriate and relevant sources of information and examples of key points. Split the class into groups providing an equal share of the goals. Each group needs to address the challenges presented and how to tackle these challenges through research of changes that are current or have been suggested for future change.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
Mandatory unit 330 Topic 4: Early intervention to promote learning and health and well-being	8	Early intervention to promote learning and health and well-being Discuss the impact of legislation, initiatives, programmes and current thinking in relation to early intervention and needs assessments e.g. Flying start policy, The Healthy Child Wales Programme (HCWP) and how early intervention can promote health and well-being e.g. First 1,000 days collaborative (PHW) The Flying Start Programme Activity:	Summary of: The Flying Start Programme Summary of: The First 1000 Days Collaborative Programme	Each learner to participate in summarising and speaking to feedback to the class for discussion.

<p>AC 4.3</p>	<p>Discuss the Flying start programme - the Welsh Government's targeted Early Years programme for families with children under 4 years of age who live in some of the most disadvantaged areas of Wales. Outline the benefits free part-time, quality childcare and the aim of improving the outcomes of children in the most deprived areas of Wales</p> <p>Example class questions:</p> <ul style="list-style-type: none"> • The Welsh government states 'The Flying Start programme will help provide the foundations on which all future development will be built', describe what this statement means? • How can the Flying Start Programme lead to improvements in children's development in later years? • How can children who attend quality early years settings become more independent and co-operative in their play? <p>Assessment task:</p> <p>Create a promotional leaflet to provide information for parents and carers to develop an understanding of the value of the Flying Start nursery environment to support how children develop and learn in a safe and secure learning environment which is caring, stimulating provides opportunities for children to develop early skills and knowledge. Include the Flying Start programme benefits for families and carers</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Research doc: https://gov.wales/sites/default/files/publications/2020-12/an-overview-of-the-healthy-child-wales-programme.pdf</p> </div>	<p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Create a promotional leaflet to provide information for parents</p>
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children and the significance of developing close links with agencies that support children and their families.

The First 1000 Days Collaborative Programme

Activity:

Discuss the First 1,000 days Collaborative Programme and outline the aims of a variety of focused areas through early intervention to support the well-being of the child and the family/carers. Develop an understanding of the significance of the first 1,000 days - starting just before a baby is conceived, continuing during pregnancy and up to the age of two to ensure early interventions produce better outcomes. To reduce inequalities that exist in health, education and economic outcomes of children and families by improving the outcomes of the poorest families and carers in society.

Example class questions:

- Giving every child a healthy start in life is a key focus. How can the First 1,000 Days Programme reduce the ACEs seen by vulnerable families/carers?
- How can the First 1,000 Days Programme reduce inequalities that exist in education and economic outcomes of children and families by improving the outcomes of the poorest in society?

Produce an informative poster

- How does the First 1,000 Days Collaborative Programme develop early interventions to support new parents?

Assessment task:

Produce an informative poster on the First 1,000 Days Collaborative programme with the focus on providing information early in pregnancy through the Midwifery Service, stating how the programme seeks to achieve a holistic assessment of needs, clear referral pathways and good preventative support for the best possible outcomes in the first 1,000 days of life and reduce inequalities. Highlighting the significance of the programmes aims to achieve:

- The best possible outcome for every pregnancy
- Children in Wales achieve their developmental milestones at two years of age
- Children are not exposed to or harmed by multiple adverse childhood experiences (ACEs) in the first 1000 days

The Healthy Child Wales Programme (HCWP)

Discuss the Health Child Programme and the focus of its aim in supporting the health and welfare of all children aged 0-7 years and aims to achieve key priorities. The Healthy Child Wales Programme (HCWP) sets out what planned contacts children and their families can expect from their health boards from maternity service

	<p>handover to the first years of schooling 0-7 years. These universal contacts cover three areas of intervention: screening; immunisation; and monitoring and supporting child development which can have a drastic improvement on the child and society introducing ACEs.</p> <p>Example class question:</p> <ul style="list-style-type: none"> • How does 'The Healthy Child Wales Programme' support children, family and the community? <p>Research doc: NHS Wales: An overview of the Healthy Child Wales Programme https://gov.wales/sites/default/files/publications/2020-12/an-overview-of-the-healthy-child-wales-programme.pdf</p> <p>Assessment task:</p> <p>Split the class into small groups and allocate one of the tasks below to each group to discuss and complete. Each group is to make notes to feedback on their viewpoints to and to further develop their ideas through whole class discussion. Time allocate discussions then move students on to next task to cover the key priorities:</p> <p>The HCWP aims to provide a structured national programme for children and their families to achieve these outcomes and support them in addressing</p>		<p>Allocate tasks to each group to discuss and complete.</p>
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		<p>potentially harmful behaviours, discuss the impact of the following aims and contacts:</p> <ul style="list-style-type: none">• Deliver key public health messages from conception to 7 years e.g. breastfeeding, dental health, healthy start vitamins, healthy nutrition and promoting baby development• Ensure early detection through the universal screening programme e.g. Unborn baby known to have a medical condition, parents expecting multiple pregnancies• Support families to provide a safe, nurturing environment. e.g. parents with pre-existing or current safeguarding concerns, including domestic abuse, parents at higher risk of having emotional/mental health needs• Assist children to meet all growth and developmental goals e.g. Health Visitor to review resilience and to support the family• Support families to make long term health enhancing choices e.g. Support and advice, <i>The Family Information Services (FIS)</i>.• Promote bonding and attachment to support positive parent-child relationships milestones e.g. promote secure attachment and bonding between the parent/carer and their baby• Promote positive maternal and family emotional and physical well-being e.g. help parents understand the baby's behaviour and enable them to build on their skills and knowledge.		
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		<ul style="list-style-type: none"> • Support the transition into the school environment e.g. Flying Start Programme, School Health Nurse Service • Protect children and promote health e.g. increasing immunisation rates, reducing childhood illnesses, dietary advice, dental health, promotion of safety in the home and the community. <p>Learners to make notes to feedback on their viewpoints to and to further develop their ideas through whole class discussion</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
Mandatory unit 330 Topic 4: Early intervention to promote learning and health and well-being	9	<p>Early intervention to promote learning and health and well-being Develop learner's knowledge and understanding through whole class discussion of early intervention and how it can support all aspects of children's development and improve physical health, cognitive, behavioural, social and emotional development.</p> <p>Discuss how the child centred approach allows a child to make their own choices and ideas towards promoting their development, communication and learning promoting learning, health and well-being.</p> <p>Activity:</p>		

<p>AC 4.3</p>		<p>Focus whole class discussions on the value and significance of using child-centred approaches in settings to ensure:</p> <ul style="list-style-type: none"> ○ challenge is evident e.g. first hand experiences, solve problems, taking risks and making decisions individually and in groups ○ children's needs (including additional needs) are met e.g. through early intervention plans to meet the needs of children identified as having needs through making adjustments and reflection ○ differentiation is in place; activities/learning is accessible for all e.g. learning is progressive and paced to meet the child's individual learning journey ○ diversity e.g. appreciation and respectful of children and families as individuals and works with the uniqueness of each and every one ○ equality e.g. valuing the right to be treated fairly be protected from discrimination ○ equity e.g. recognising uniqueness and individuality and to match resources and support needed ○ stereotypes are overcome e.g. Awareness of influences in society and reflecting on individuality in ourselves and others <p>Example class questions:</p> <ul style="list-style-type: none"> ● Describe what is meant by the term 'child-centred approaches'. ● Give an example of how working in a child-centred way promotes: <ul style="list-style-type: none"> ○ Equality ○ Diversity ○ Inclusion 		<p>Each group is to discuss the significance of intervening early and providing support as soon as possible to tackle issues emerging for children</p> <p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Each group can share their knowledge and understanding of promoting learning, health and wellbeing from the activity. Feedback from each groups contribution to the task and discuss the value integration, multi- agency working and how to refer to other agencies.</p>
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Discuss a range of health and education-based services that support early intervention to support health and education-based services that support early intervention. Focus discussions on the role of health services, children's centres and schools in delivering and supporting effective early intervention which cannot be underestimated. Develop learner's knowledge and understanding of the varied support services that may be needed from early pregnancy and provide varied support for families with young children, throughout childhood and adolescence e.g. Flying Start settings, local and national referral services i.e. ALNCO/ANCO, one-to-one support and health screening services.

Assessment task:

Split class into five groups: one health or education-based service allocated per group: provide different coloured pens for each group. by each group, until all groups have rotated back to their original table. Each group is to discuss the significance of intervening early and providing support as soon as possible to tackle issues emerging for children, young people and their families, with consideration to the need of early intervention which may occur at any point in a child or young person's life. Learners to rotate in groups every five minutes and repeat the process using their own-coloured pen until each type of service has been discussed and ideas noted.

To include:

- Flying Start settings
- Local and national referral services; in practice could be via ALNCO/ANCO
- One-to-one support in settings
- Health screening services.

		Each group can share their knowledge and understanding of promoting learning, health and wellbeing from the activity. Feedback from each groups contribution to the task and discuss the value integration, multi-agency working and how to refer to other agencies.		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 4:</p> <p>How outcomes for children in different childcare settings can be improved through differentiation and reflection</p> <p>AC 4.4</p>	10	<p>How outcomes for children in different childcare settings can be improved through differentiation and reflection</p> <p>Develop learner’s knowledge and understanding through whole class discussion of how childcare workers can improve outcomes for children in different childcare settings through differentiation and reflection. Discuss how workers make informed decisions to adapt practice whilst ensuring that any recommended change is aimed to be beneficial and to meet children’s needs.</p> <p>Activity:</p> <p>Develop a class discussion based on reflecting learners’ experiences from work-based practice of varied learning areas and environments e.g. a variety of opportunities for children to explore their developing skills through play. Discuss the importance of creating differentiation through varied learning activities for children to have different experiences to meet individual children’s preferred ways of learning and providing materials and resources that have more than one way to be used.</p>		<p>Develop a class discussion based on reflecting learners’ experiences from work-based practice of varied learning areas and environments</p> <p>Implement and reflect on the activity and its effectiveness in providing differentiated learning. Discuss the process of assessing learning based on the children’s learning.</p> <p>Each learner to participate in summarising and</p>

	<p>Example class questions:</p> <ul style="list-style-type: none"> • Outline the importance of changing the teaching approach from year to year to meet the needs of individual children. • How would you describe reflection of practice to another student? • Why is careful selection of materials and resources needed to fit the children's specific developmental levels? • How would you describe differentiation to a parent/carer? <p>Activity:</p> <p>Design an activity based on an indoor or outdoor learning activity for children in your work placement. Consider the following points:</p> <ul style="list-style-type: none"> • Managing the outdoor environment to create a safe and supportive environment • Grouping children by shared interest, topic, ability of activities and learning style. • Adapting speech and questions to individual children • Demonstrating the purpose or use of the materials/resources based on individual children's abilities <p>Implement and reflect on the activity and its effectiveness in providing differentiated learning. Discuss the process of assessing learning based on the children's learning.</p>		<p>speaking to feedback to the class for discussion.</p> <p>Design an activity based on an indoor or outdoor learning activity for children in your work placement</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>In small groups learners can move around the classroom and add ideas to A3 sheets placed on each table or add to a virtual chat room document.</p> <p>Reflect and feedback to class overall discussion points for further analysis and assessments of knowledge and understanding.</p>
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		<p>Activity:</p> <p>Develop the knowledge and understanding how of workers make informed decisions to adapt practice to improve the outcomes for children in different childcare settings through differentiation and reflection. The changes need to be beneficial to the children and meet the children’s needs. Decisions based on reflection and differentiation that may be recommended can be based on the following:</p> <ul style="list-style-type: none">• Holistic baseline assessments e.g. Personal and social development, well-being and cultural diversity - language, literacy and communication skills – mathematical development – physical development.• Curriculum framework assessments e.g. Sets out standards of achievement expected, elements of curriculum subjects, subject specific testing• Completed observations e.g. Formative assessments across a wide range of experiences• Reflection of personal practice e.g. Assessing thoughts, self-improvement, reflecting on classroom experiences, barriers to children’s play, learning and participation, accessibility, teaching methods, strategies for learning environments• Risk benefit analysis e.g. Management and assessment of environment, benefits for children through activities e.g. New perspectives, confidence, social skills, language and communication, motivational and concentration, physical skills, knowledge and understanding. <p>Assessment task:</p>		
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		<p>Learners discuss in groups a range of areas aimed to improve outcomes for children in different childcare settings through differentiation and reflection. In small groups learners can move around the classroom and add ideas to A3 sheets placed on each table or add to a virtual chat room document. Learner to focus on how childcare workers can improve outcomes for children and adapt practice based on the following areas of practice.</p> <ul style="list-style-type: none"> • Holistic baseline assessments • Curriculum framework assessments • Completed observations • Reflection of personal practice • Risk benefit analysis <p>Reflect and feedback to class overall discussion points for further analysis and assessments of knowledge and understanding.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 4:</p> <p>How outcomes for children in different childcare</p>	11	<p>How outcomes for children in different childcare settings can be improved through differentiation and reflection</p> <p>KOLB's learning cycle</p> <p>Focus whole class on Kolb's cycle of reflective practice as a theory which argues we learn from our experiences of life. Reflection is seen as an important part of the learning process i.e. the four stages - experience, reflect, conceptualise, plan. Discuss the effectiveness of Kolb's cycle as a useful tool to use for reflective with people who work with children,</p>		<p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>On completion learners to feedback individual viewpoints of the value of Kolbs theory of reflection</p>

<p>settings can be improved through differentiation and reflection</p> <p>AC 4.4</p>		<p>young people or families as learning process to explore practice and factors influencing practice, to develop a shared understanding of the knowledge which informs reflective analysis and to use this understanding to inform the next steps.</p> <p>Activity:</p> <p>Guide learners to consider and reflect on how they could use Kolbs theory through the reflective cycle. Learners can individually write a description of an personal learning experience or situation which will set out the rest of the cycle for analysis.</p> <p>Encourage learners to recall a situation or experience from their work-based practice with children</p> <ul style="list-style-type: none"> • What happened before the event/issue/situation started? • What was your role in the situation? • What was your aim? • What planning did you do? • What did you expect to happen? • What happened? • What went according to plan? • What didn't happen? etc. <p>Support learners in reflecting and making links between the current situation and his/her prior experiences, skills or knowledge. Creating an emphasis on recalling feelings, and patterns. This may bring out further information or may reveal the underlying attitudes.</p> <ul style="list-style-type: none"> • What did you feel at the start of the situation? • What feelings did you bring into this situation? • What previous work, skills and/or knowledge are relevant? 		<p>when working with children to identify and understand factors influencing practice and inform next steps.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Learners to feedback individual viewpoints of the value of Gibb's theory of reflection when working with children to identify and understand factors influencing practice and inform next steps .</p>
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- Describe the range of feelings you had during the experience?

Conceptualise the situation or experience where the emphasis is on analysis and explanation, probing the meanings that the supervisee and others involved attribute to the situation. This includes consideration of other possible explanations, the identification of what is not known or understood, and areas for further exploration.

- List three assumptions you/others might have brought into the experiences
- How else might you have managed the situation?
- What did not go well and why?
- What was the critical moment?
- What went well, and why?
- What conclusions are you drawing from this situation so far?

Analyse the planning, preparation and action. This includes identification of outcomes and success criteria as well as consideration of potential complications and contingency plans.

- What needs to be done next?
- What training, supervision, mentoring and support needs have been raised for you?
- What would be a successful outcome to the next situation from your perspective?

Example Class questions:

- How might you use Kolb's Experiential Learning Cycle to reflect on and develop your own practice?

- What action are you now going to take to enhance your practice?

Assessment task:

On completion learners to feedback individual viewpoints of the value of Kolbs theory of reflection when working with children and in practice to identify and understand factors influencing practice and inform next steps .

Gibb's reflective cycle.

Discuss as a whole class continuous Gibb's reflective cycle which can be used as a reflection of improvement for a repeated experience or can also be used to reflect on a standalone experience. Discuss the value of the key elements of Gibbs being the acknowledgement of the importance of feelings in reflection. Develop the learner's knowledge and understanding of how Gibbs separates out evaluation of what went well as well as what didn't as part of the six stages of his theory.

Activity:

Set the scene for discussion and allow the learners to choose a specific reflection that is based on an experience/activity working with a child/children with consideration to how outcomes for children can be improved through differentiation and reflection. This could be based on an experience when the learner has been observed by a class teacher/manager/assessor etc.

Focus the discussion initially on an individual experience for steps 1-3, once a description is complete this experience can then be shared and discussed as part of a small group exercise to gain the perspectives of others in the group to support and guide each learner through the

reflective process of steps 4-6. The outcomes should reflect elements of differentiation – step 5 - which can support the knowledge and understanding when planning future activities when working with children.

1. Description

- What happened, when it occurred, who was there, what did they do, what was the outcome.

2. Feelings

- How did you feel at the time? What did you think at the time? What impact did your emotions, beliefs and values have? What do you think other people were feeling? What did you think about the incident afterwards?

3. Evaluation

- What was good and what was bad about the experience? What went well? What didn't? Were your contributions positive or negative. Did you feel that the situation was resolved afterwards?

4. Analysis

- Why did things go well, or not so well? How can the theory explain what happened? What research/theories/models can help me make sense of this? Could I have responded in a different way? What might have helped or improved things?

5. Conclusion

		<ul style="list-style-type: none"> • What have you learnt? What can you now do better? Could/should you have done anything differently? What skills would I need to handle this better? <p>6. Action plan</p> <ul style="list-style-type: none"> • How /where can I use my new knowledge and experience? How will I adapt my actions or improve my skills? If the same thing happened again, what would I do differently? <p>Example Class questions:</p> <ul style="list-style-type: none"> • Outline the value of sharing your reflective experience to gain the perspectives of others in your group? • How do the outcomes reflect differentiation for future planning? <p>Assessment task:</p> <p>On completion learners to feedback individual viewpoints of the value of Gibbs theory of reflection when working with children in practice to identify and understand factors influencing practice and inform next steps.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
Mandatory unit 330	12	How outcomes for children in different childcare settings can be improved through differentiation and reflection Develop the		

<p>Topic 4:</p> <p>How outcomes for children in different childcare settings can be improved through differentiation and reflection</p> <p>AC 4.4</p>		<p>knowledge and understanding of the purpose of reflection in order to bring about positive outcomes for children. Discuss how to support and encourage positive change in different settings, through having an awareness of when change may be needed and the challenges and benefits of making a change, the need for reflection in order to make informed judgements in relation to change and consideration of different approaches to initiating change.</p> <p>Assessment task:</p> <p>Learners to create a summary of the areas of discussion covered through the discussions and class tasks of how outcomes for children in different childcare settings can be improved through differentiation and reflection</p> <p>Learners to provide a written response to each of the following questions as part of a class task and assessment.</p> <ul style="list-style-type: none"> • Describe the importance of having an awareness of when change may be needed and the challenges and benefits of making a change, • Discuss the need for reflection in order to make informed judgements in relation to change • Summarise the different approaches to initiating change 		<p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Learners to provide a written response to each of the following questions as part of a class task and assessment.</p>
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4.2 Programme of Study (based on approx. 6 hours delivery per week)

This programme of study provides one possible approach to the course. It is not designed to be prescriptive and centres are free to structure the course in the way that best suits their individual circumstances. If there is more than one teacher delivering the course, the programme can be tailored to their individual specialisms.

The activities within this guidance, where possible, adopt an applied and purposeful approach to learning.

Mandatory unit 330: Principles and theories that influence children's care, play, learning and development in the 21st century in Wales

(Activities and assessments can be used for remote or face to face lessons through the use of the facilities within on-line programmes and teaching platforms – the resource section has been reduced to reflect the need for both teaching formats)

Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
Mandatory unit 330 Topic 5: How theoretical perspectives and approaches inform practice AC 5.1	1-7	<p>How theoretical perspectives and approaches inform practice. Introduce the unit objectives and assessment process. Develop the learner's knowledge and understanding of an in-depth theoretical understanding of how evidence-based practice, legislation and theories inform practice, how the statutory curriculum informs practice, how legislations, regulations policies and government and initiatives impacts on practice, how contemporary thinking can be used in practice to improve outcomes for children 0-19 years, when change is appropriate in settings 0-19 years and how this is actioned and supported.</p> <p>This topic will support learners to make informed theoretical suggestions for change that could be actioned in settings. Whilst learners will not be able to implement these suggestions in work placement, the act of suggestion will demonstrate additional knowledge and understanding. Learners need to know and understand</p>	Video links to support discussion and understanding of theoretical knowledge	<p>Focus the class discussions on each of the following contemporary and well-established theories over a number of sessions</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Research and present a persuasive argument based the impacts of theory on children's development and learning environments. Each group</p>

	<p>how contemporary and well- established theories and approaches inform practice and can be used to bring about change in settings.</p> <p>Activity:</p> <p>Focus the class discussions on each of the following contemporary and well-established theories over a number of sessions:</p> <ul style="list-style-type: none">• Bronfenbrenner - Ecological Systems Theory – e.g. Bronfenbrenner divided the persons environment into five different systems and the importance of not only focusing on the child and the immediate environment but also the larger environment. Bronfenbrenner recognised there are multiple aspects of a developing child life etc.• Bruner – Learning Theory in Education – e.g. Bruner proposed three modes of representation through his constructivist theory. Bruner recognised education should develop thinking and problem-solving skills in children as children are active learners etc.• Elinor Goldschmied: Heuristic Play and Treasure Baskets – e.g. – Elinor introduced ideas about heuristic play as being ‘scientific and mathematical’ learning through experimental play. Elinor’s treasure baskets valued sensory learning for babies through exploring natural materials in their own way etc.• Helen Bilton: Outdoor Learning in the Early Years -e.g. Helen recognised different types of play environments need to be available for indoor and outdoor learning, which offer natural resources and opportunities for sensory and experiences which heighten emotions. Helen recognises the principles for early years teaching and the importance of well organised and managed indoor and outdoor learning environments for effective learning etc.• Janet Moyles - Play Spiral -e.g. Janet recognised the importance of free play to explore ideas and moving into structured play with support and modelling from adults to develop and direct play and learning. Janet Moyles theory supports developing child-led for		<p>to be assigned either the positive impacts or the negative impacts of contemporary and well-established theories Each learner to participate in summarising and speaking to feedback to the class for discussion.</p>
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initial exploration into adult-led modelling then progressing learning back into child-led with the new skills gained and repeated for increased accumulation of knowledge etc.

- **Piaget: Four Stages of Development** – e.g. Piaget developed a stage of theory of intellectual development, through sensory experiences, experimentation and active learning. Piaget recognised children learn through interacting with the world around them, to build on and develop their knowledge and accommodate new information etc
- **Vygotsky: Zone of Proximal Development** – Vygotsky's theory recognises the fundamental role of social interaction in the development of cognition. Through guidance and encouragement of a knowledgeable person children can develop skills that are too difficult to manage alone etc.

Example class questions:

- What is the theory about?
- How can the theory influence understanding of child development?
- How can the theory impact on or influence practice in settings?
- Why are learning theories important?
- How do learning theories affect teaching practices?
- Explain the learning theory discussed today
- State the advantages and disadvantages of the learning theory
- Overall, which learning theory has impacted on you the most and explain why?

Assessment task:

Research and present a persuasive argument based the impacts of theory on children's development and learning environments. Each group to be assigned either the positive impacts or the negative impacts of contemporary and well- established theories and how different approaches should inform practice to bring about change in

		<p>an early year's setting.</p> <p>Tag team debate:</p> <ul style="list-style-type: none"> • Teacher introduces the question to be debated for each tag-team in turn • Each team has the opportunity to discuss their argument • One speaker from each team takes the floor and speaks for no more than three minutes to argue their point with the team member from the opposing team • The speaker must then tag another member of the team to pick up the argument either by choice or raising their hand • Each team member can only be tagged twice to allow all members to speak <p>Once all team members have presented their argument, learners can vote which team made the best argument and has been most persuasive in discussions of how different theoretical approaches should inform practice to bring about change in an early years setting.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 3: How theoretical perspectives and approaches</p>	8-10	<p>How theoretical perspectives and approaches inform practice. Develop the learner's knowledge and understanding of an in-depth theoretical understanding of how evidence-based practice, legislation and theories inform practice, how the statutory curriculum informs practice, how legislations, regulations policies and government and initiatives impacts on practice, how contemporary thinking can be used in practice to improve outcomes for children 0-19 years, when change is appropriate in settings 0-19 years and how this is actioned and supported. Support learners to make informed theoretical suggestions</p>	Suggested video links	<p>Focus the class discussions on each of the approaches</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p>

<p>inform practice. AC 5.1</p>	<p>for change that could be actioned in settings. Whilst learners will not be able to implement these suggestions in work placement, the act of suggestion will demonstrate additional knowledge and understanding.</p> <p>Develop learner’s knowledge and understanding how contemporary and well- established theories and approaches inform practice and can be used to bring about change in settings.</p> <p>Activity:</p> <p>Focus the class discussions on each of the following approaches and appropriate changes over a number of sessions:</p> <p>Approaches to include:</p> <ul style="list-style-type: none"> • Montessori – e.g. Maria Montessori - A child led approach that puts children into prepared learning environments to enable choice and freedom to develop at their own pace. <p>Suggested video link: Teachers TV – The Montessori Method - https://www.youtube.com/watch?v=NyMqSG98a8M</p> <ul style="list-style-type: none"> • Steiner – e.g. The Steiner Waldorf approach takes account of the whole child and is based on the understanding that the role of imagination in learning is integral for the development of creative and analytical thinking. <p>Suggested video link: Waldolf 100 – Becoming - https://www.youtube.com/watch?v=2-mVPUzgWPY&t=26s</p> <ul style="list-style-type: none"> • Reggio Emilia – e.g. The approach sees children as curious individuals with the potential to learn from their own environment and through their relationships with others. 	<div data-bbox="1442 217 1668 555" style="border: 1px solid black; padding: 5px;"> <p>Teachers TV – The Montessori Method - https://www.youtube.com/watch?v=NyMqSG98a8M</p> </div> <div data-bbox="1442 592 1668 887" style="border: 1px solid black; padding: 5px;"> <p>Waldolf 100 – Becoming - https://www.youtube.com/watch?v=2-mVPUzgWPY&t=26s</p> </div> <div data-bbox="1442 919 1668 1235" style="border: 1px solid black; padding: 5px;"> <p>Reggio Emilia Education - https://www.youtube.com/watch?v=7n2hCebmT4c</p> </div>	<p>Consider and discuss how each approach supports child development and learning</p> <p>Overall discuss the value of each approach for children’s learning and development</p> <p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p>
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Children take an active role in their learning as they interact with and co-construct their own knowledge.

Suggested video link: Reggio Emilia Education - <https://www.youtube.com/watch?v=7n2hCebmT4c>

Example class questions:

- What are the core values of the learning approach?
- How does the approach work in nursery settings?
- How does the approach support child development?
- What is the role of the adult in supporting children's learning and growth?
- What is significant in the learning environment and resources for the approach to be successful?

Develop learner's knowledge and understanding when changes are appropriate in order to benefit a child's learning and development

Assessment task:

In small groups discuss the range of approaches used in the Montessori, Steiner and Reggio Emilia settings. Consider and discuss how these approaches support child development and learning. Discuss the appropriate changes related to the approaches which include:

- The importance of changing equipment and resources
- The need for an appropriate environment - indoor and outdoor
- The significance of addressing financial concerns and issues
- The need for adapting and/or changing practice

		<p>Scenario: Prepare a promotional open evening for a nursery</p> <p>Allocate one approach to each group to develop a promotional leaflet and presentation which is aimed to provide information to potential parents and children of the nursery. Time allocate the preparation time for the tasks and advise each group to have questions for their peer groups based on the value of the appropriate changes required and the learning environment.</p> <p>Learners to make notes on each groups presentation and following feedback place individual votes on:</p> <ul style="list-style-type: none"> • Which approach is the most appealing and explain why? • Which group promoted their nursery most effectively and explain why? <p>Overall discuss the value of each approach for children's learning and development and the significance of the appropriate changes made to meet each approach.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330 Topic 5</p> <p>How the statutory curriculum frameworks</p>	11-13	<p>How the statutory curriculum frameworks in Wales underpin practice</p> <p>Develop learner's knowledge and understanding of how statutory curriculum frameworks are used to inform planning in order to ensure children's holistic development in practice.</p>	Relevant curriculum framework guidance, materials and resources to support research	<p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Discuss the following six areas of learning and</p>

<p>in Wales underpin practice</p> <p>AC 5.2</p>	<p>Statutory frameworks to include:</p> <ul style="list-style-type: none"> • Early Years Curriculum e.g. experiential learning, learning through play • National Curriculum e.g. engaging activities, hands on learning, experiences, opportunities in classroom and extra curriculum <p>Discuss as a whole class the significance of childcare workers having a firm understanding of how children develop and the skills they need to grow in confidence and develop holistically. As part of holistic development there needs to be recognition of emotional well-being. Discuss the importance of planning an appropriate curriculum to meet the needs of children and to take account of any barriers to learning which may be caused by sensory, communication, physical or learning difficulties and acknowledgement of prior learning and experiences. Consideration when planning needs to provide appropriate resources, environment and opportunities for learning in a purposeful way and at different rates, and space to reflect and practice skills.</p> <p>Early Years Curriculum</p> <p>Develop the learner’s understanding of the areas of learning that have been identified as an appropriate curriculum for early years and supports the development of children aged 3- 7 years and their skills through active and experiential learning. Discuss the significance of planning being focused through a cross-curricular approach to form a fluid approach incorporating literacy and numeracy skills.</p> <p>Develop the knowledge and understanding through a whole class discussion of the current Early Years Curriculum and the significance of developing children’s skills across the curriculum areas of learning through experiential learning and learning through play. Focus on the significance of developing personal, social, well-being and cultural</p>	<p>experience which must be reflected in the new curriculum</p> <p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Learners to create a mind map of the range of activities that would support the four purposes.</p> <p>Each pair to feedback and summarise for further discussions/ideas from whole class input.</p> <p>Develop and planning an indoor or outdoor cross curricular activity for each curriculum</p> <p>Focus class discussion and planning ideas on the four purposes</p> <p>Create an activity based on group research and presentation of each area discussed through relevant and well sourced</p>
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	<p>diversity. Discuss planning in the early years and meeting the needs of young children through observation, assessment and planning and the significance of using these methods to inform future planning.</p> <p>Current curriculum for Early years - Areas of learning – Foundation Phase (3-7 years)</p> <ul style="list-style-type: none"> • Personal and social development, well-being and cultural diversity • Language, literacy and communication skills • Mathematical development • Welsh language development • Knowledge and understanding of the world • Physical development • Creative development <p>Current National Curriculum – Core and specified programmes of study - Key stages 2, 3 and 4 – (7 – 16 years)</p> <p>Develop the learner’s knowledge and understanding of how planning as part of the current National Curriculum for Key Stages 2, 3 and 4 must contain the core and other specified foundation subjects. Discuss the significance of effective planning which must specify the programmes of study, attainment targets and assessment methods in relation to the subjects for each stage. Discuss the age range for the key stages e.g. Key stage 2 – 7-11 years, key stage 3 – 11-14 years and key stage 4 – 14-16 years.</p> <p>Activity: Support the learners in developing and planning an indoor or outdoor cross-curricular activity for each curriculum. Cross curricular skills – Literacy & numeracy. Plan an activity for a specified age group, early years, 7 – 11 or 11-16 years based on the current specified areas of learning and programmes of study.</p>		<p>information to support children’s holistic development. Split the group into small research teams with focused roles to present the key learning outcome of their planned activity.</p> <p>Each research team to present through oral presentation with the use of visual images. Each member of the group is to have an equal element to present. Offer opportunities for Q&A and further discussion from whole class input.</p>
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- Early Years Curriculum
- National Curriculum

Proposed future curriculum for Wales - Areas of learning and experience

Progress into developing learners understanding of the future change in Wales to introduce the new national curriculum. Part of this process will be gaining the understanding of the four purposes set out by Professor Donaldson 'Successful futures', which should drive planning and choices when setting content, learning experiences and developing learners' skills.

Example class questions:

- How can planning activities offer opportunities for listening, reading, speaking and writing skills?
- How can planning activities provide opportunities for the use of numbers?
- Discuss how to provide opportunities to develop children's understanding and solve problems in real-life situations.
- How can the use of a range of technologies be incorporated into learning experiences?
- Discuss opportunities for children to gain the skills to communicate effectively.

Develop learner's knowledge and understanding that activities implemented in a setting need to be engaging and support holistic development for children. Focus on activities relating directly to the curriculum purposes and focus on how children and young people should have opportunities to learn from expertise and experience from outside the school. Develop learners understanding of the significance

of planning where consideration to all teaching and learning should be directed to achieving the four curriculum purposes, and application of the pedagogical principles when planning teaching and learning.

Activity:

Focus class discussion and planning ideas on the four purposes to support the learners to become:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Discuss in pairs to develop ideas around the significance of each purpose. Learners to create a mind map of the range of activities that would support the four purposes. Each pair to feedback and summarise for further discussions/ideas from whole class input.

Activity:

Develop knowledge and understanding of how learners progress is critical to learning and teaching and should inform classroom planning and assessment. Discuss the following six areas of learning and experience which must be reflected in the new curriculum (3-16 years).

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy

		<ul style="list-style-type: none"> Science and Technology <p>Cross curricular skills - Literacy, numeracy and digital competence will be mandatory cross-curricular skills and must be embedded in any curriculum.</p> <p>Assessment task:</p> <p>Create an activity based on group research and presentation of each area discussed through relevant and well sourced information to support children’s holistic development. Split the group into small research teams with focused roles to present the key learning outcome of their planned activity.</p> <p>Each research team to present through oral presentation with the use of visual images. Each member of the group is to have an equal element to present. Offer opportunities for Q&A and further discussion from whole class input.</p>		
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Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
Mandatory unit 330 Topic 5: The impact of research and evidenced based	14	The impact of research and evidenced based practice on current legislation and government initiatives. Introduce the unit objectives and assessment process. Develop the learner’s knowledge and understand of the impact of research and evidenced based practice on legislation and government initiatives. Develop the understanding of the importance of research and studies of materials and sources in order to establish facts and reach new conclusions.	Provide resources and information to develop further research and discussion based on the following examples of legislative and policy changes.	Develop research and discussion based on the examples of legislative and policy changes Q&A to individual learners on overall discussion/findings and class questions

<p>practice on current legislation and government initiatives.</p> <p>AC 5.3</p>		<p>Discuss the impact and how research will help to find solutions to a specific need to problem, to help to support professional learning and knowledge, skills and understanding and to provide guidance and support.</p> <p>Discuss how research informs new policy and legislation. Focus on how policy and legislation is drawn from research and evidence to produce more effective policies and legislation based on research knowledge gained and findings, which improves the quality and effectiveness of their use.</p> <p>Suggested discussion example:</p> <p>An example of legislative change due to research could be:</p> <p>The Children Act 1989 which was introduced to reform and clarify the existing laws affecting children and created a comprehensive piece of children’s rights legislation. Discuss the current child protection law which has evolved based on research and evidence as the Government asked Lord Laming to conduct an inquiry to help decide if new child protection legislation was required to improve the current child protection system. The Victoria Climbié Inquiry Report (Laming, 2003) resulted in providing the legal framework for Every Child Matters, which led to a change in child protection based on the reports and the change in legislation to the Children Act 2004, enabling services to take a holistic approach and an integrated response The Children Act 2004 does not replace or even amend much of the Children Act 1989. Instead, it sets out the process for integrating services to children etc.</p> <p>Discuss how as a result of legislative change, there is a requirement for policy change as childcare/educational settings/establishments must have appropriate policies to safeguard and promote children’s welfare over a broad range of areas.</p>	<p>The Equality Act 2010</p> <p>The UN Convention on the Rights of the Child (UNCRC)</p> <p>Childcare Act 2006</p> <p>The Health and Safety Act 1974</p> <p>Data Protection Act 2018</p> <p>Provide resources and further information to support learners to develop ideas through examples of research which could include: Welsh Government research into early years education e.g.</p> <ul style="list-style-type: none"> • educational reform • early intervention 	<p>Learners to provide an overview of the impact of research and evidenced based practice on current legislation and government initiatives stating:</p> <ul style="list-style-type: none"> • How research informs new policy and legislation • How data is used to inform and update Welsh legislation and initiatives • Influences changes to professional practice <p>Provide findings and overview to class for whole class discussion</p>
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	<p>For example, these areas include:</p> <p>The prevention of bullying, dealing with attendance issues, meeting the needs of sick children, school security and child protection itself and will impact on all aspects of professionalism when working with children in a wide variety of settings.</p> <p>Activity:</p> <p>Develop research and discussion based on the following examples of legislative and policy changes.</p> <ul style="list-style-type: none"> • The Equality Act 2010 • The UN Convention on the Rights of the Child (UNCRC) • Childcare Act 2006 • The Health and Safety Act 1974 • Data Protection Act 2018 <p>Discuss how data is used to inform and update Welsh Legislation and initiatives e.g. data collection, data analysis, examples of good practice, identifying measures, producing guidance, target setting, identifying benefits and identifying changes required etc.</p> <p>Discuss the Influences and changes to professional practice e.g. recognise scope for improvement, facilitating environmental changes to support professional practice and the aim of producing effective practice etc.</p> <p>Activity:</p> <p>Spilt the class into small groups to discuss the impact of research and evidenced based practice on current legislation and government initiatives. Learners can develop ideas through examples of research which could include the Welsh Government research into early years</p>	<ul style="list-style-type: none"> • curriculum changes • sustainability • Flying Start • The Healthy Child Programme • Designed to Smile etc 	
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education and the Donaldson review resulting in educational reform. Develop knowledge and understanding of the influences and changes to practice based on research e.g. early intervention, curriculum changes, sustainability, Flying Start, The Healthy Child Programme and Designed to Smile etc

Example class questions:

- What was the primary focus of the research?
- What is the target area of the research?
- Can you summarise the findings of the research?
- What do the findings based on research aim to improve?
- How does the change in legislation and policy influence practice?

Assessment task:

Learners to provide an overview of the impact of research and evidenced based practice on current legislation and government initiatives stating:

1. How research informs new policy and legislation
2. How data is used to inform and update Welsh legislation and initiatives
3. Influences changes to professional practice

Provide findings and overview to class for whole class discussion

Topic Area	Week	Programme of Study	Resources	Suggested homework/assessment activities
<p>Mandatory unit 330</p> <p>Topic 5:</p> <p>Legislation, regulations, policies, approaches and current government initiatives that impact on children's care, play, learning and development.</p> <p>AC 5.4</p>	15	<p>Legislation, regulations, policies, approaches and current government initiatives that impact on children's care, play, learning and development. Focus whole class learning and discussions on supporting learner's knowledge and understanding of how legislation, regulations, policies and government initiatives impact on children's care, play, learning and development.</p> <p>Initiatives/guidance/learning approaches:</p> <p>Discuss a range of initiatives/guidance/learning approaches to develop learner's knowledge and understanding of their aims, principles and the impact on children's care, play, learning and development which include:</p> <ul style="list-style-type: none"> • Ethical, sustainable, ecological approach • Flying Start • Healthy and Sustainable Pre School Scheme • Healthy schools • Wales a Play Friendly Country • Forest School/beach schools <p>Activity:</p> <p>Learner to discuss and create an information chart of one area each in small groups. Focusing on the aims, principles and the impact of each of the suggested initiatives/guidance/learning approaches on children's care, play, learning and development. Each group to present their information chart to the class indicating the aims, principles and the impact for whole class discussion.</p>	<p>Legislation, regulations, policies resources and video links</p> <p>Care Inspectorate Wales</p> <p>What we do Care Inspectorate Wales</p> <p>Healthy and Sustainable Pre-School Scheme National Awards HSPSS-Doc(E).pdf (wales.nhs.uk)</p> <p>The Welsh Network of Healthy Schools Scheme Welsh Network of Healthy School Schemes (WNHSS) </p>	<p>Discuss a range of initiatives / guidance / learning approaches</p> <p>Each learner to participate in summarising and speaking to feedback to the class for discussion.</p> <p>Q&A to individual learners on overall discussion/findings and class questions</p> <p>Learner to discuss and create an information chart of one area each in small groups. Focusing on the aims, principles and the impact of each of the suggested initiatives / guidance / learning approaches</p> <p>Learners to create a summary of the areas of discussion covered through the discussions</p>

	<p>Legislation, regulations, policies:</p> <p>Care Inspectorate Wales (CIW)- Children and Families (Wales) Measures</p> <p>Discuss the independent regulator of social care and childcare in Wales. Describing what they do as part of registering, inspecting and taking action to improve the quality and safety of services for the well-being of the people of Wales. Discuss how they regulate children’s services: care homes for children, fostering services, adoption services, advocacy services and secure accommodation services childcare and play services: child minders, crèches, full day care, sessional day care, out of school care and open access play provision</p> <p>Suggested resource link: Care Inspectorate Wales</p> <p>What we do Care Inspectorate Wales</p> <p>The Healthy and Sustainable Pre-school Scheme (HSPSS)</p> <p>Discuss the responsibility of the Healthy and Sustainable Pre-school Scheme in supporting the development of health promoting schools. Describe the health promoting school as one which 'actively promotes, protects and embeds the physical, mental and social health and well being of its community through positive action'. The Healthy and Sustainable Pre-School Scheme is an extension of the Welsh Network of Healthy Schools Scheme. Focus on how the scheme promotes positive health behaviours from an early age, including good oral health and the importance of healthy eating and physical activity to support reducing obesity in the Early Years.</p> <p>Suggested resource link:</p> <p>Healthy and Sustainable Pre-School Scheme National Awards</p>	<p>Public Health Network Cymru</p> <p>Healthcare Inspectorate Wales What we do Healthcare Inspectorate Wales (hiw.org.uk)</p> <p>National Minimum Standards for regulated childcare</p> <p>National Minimum Standards for regulated childcare GOV.WALES</p> <p>Social Services and Well-Being (Wales) Act 2014</p> <p>What does the Act mean for me? - YouTube</p> <p>Social Services and Well-being (Wales) Act 2014 social-services-and-well-being-wales-act-2014-the-</p>	
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	<p>HSPSS-Doc(E).pdf (wales.nhs.uk)</p> <p>The Welsh Network of Healthy Schools Scheme Welsh Network of Healthy School Schemes (WNHSS) Public Health Network Cymru</p> <p>Health Care Standards and Health Inspectorate Wales</p> <p>Discuss the Healthcare Inspectorate Wales, the independent inspectorate and regulator of health care in Wales. Focus on what they regulate and inspect e.g. NHS services and independent healthcare providers in Wales based on a range of standards, policies, guidance and regulations to highlight areas requiring improvement.</p> <p>Suggested resource link: Healthcare Inspectorate Wales What we do Healthcare Inspectorate Wales (hiw.org.uk)</p> <p>National Minimum Standards for regulated childcare age 0-12 years</p> <p>Discuss the regulated childcare which encompasses a wide range of different types of provision, which are subject to a set of national minimum standards. Focus on how in Wales, child minding, day care and play provision for children up to 12 years of age is regulated by the Care Inspectorate Wales (CIW). Discuss that some registered care settings which are funded by Local Authorities to provide Education for 3- 4-year-olds, to deliver Early Years education are also inspected by Estyn to ensure they meet with educational standards.</p> <p>Suggested resource link:</p>	<p>essentials.pdf (gov.wales)</p> <p>Unicef UK UN Convention on the Rights of the Child (UNCRC) - UNICEF UK</p> <p>Well-being of Future Generations (Wales) Act 2015: guidance Well-being of Future Generations (Wales) Act 2015: guidance GOV.WALES</p> <p>Cymraeg 2050: A million Welsh speakers Cymraeg 2050: A million Welsh speakers (gov.wales)</p> <p>Additional learning needs Additional learning needs Sub-topic GOV.WALES</p> <p>Additional Learning Needs and</p>	
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	<p>National Minimum Standards for regulated childcare</p> <p>National Minimum Standards for regulated childcare GOV.WALES</p> <p>Social Services and Well-Being (Wales) Act 2014</p> <p>Discuss how the Act provides a legal framework for improving the well-being of people who need support and care, and for carer who need support transforming the social services to provide people with greater independence, a stronger voice and control. Focus on the principles which are fundamental to the Act: Voice and control – putting the individual at the centre of their care. Giving them a voice and control outcomes to help achieve well-being. Prevention and early intervention – increasing preventative services within the community to minimise critical need. Well-being – supporting people to achieve their own well-being and measuring the success of care and support. Co-production – encouraging individuals to become more involved in the design and delivery of services.</p> <p>Suggested video link:</p> <p>Social Services and Well-Being (Wales) Act 2014</p> <p>What does the Act mean for me? - YouTube</p> <p>Suggested resource link:</p> <p>Social Services and Well-being (Wales) Act 2014 social-services-and-well-being-wales-act-2014-the-essentials.pdf (gov.wales)</p> <p>United Nations Convention on the Rights of the Child</p>	<p>Education Tribunal (Wales) Act</p> <p>Additional Learning Needs and Education Tribunal (Wales) Act GOV.WALES</p>	
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Discuss the importance of Human rights, the freedoms and protections to which all people are entitled. Discuss how learners have their specific human rights protected by the United Nations Convention on the Rights of the Child (UNCRC). Focus on the development of values, attitudes and behaviours that reflect human rights values, the motivation of social action and empowerment of active citizenship to advance respect for the rights of all.

Suggested resource link: Unicef UK

[UN Convention on the Rights of the Child \(UNCRC\) - UNICEF UK](#)

Well-Being of Future Generations Act (Wales) 2015

Discuss how the Well-being of Future Generations (Wales) Act 2015 does not place specific duties on schools although does require local and national government to carry out sustainable development, to work to improve the economic, social, environmental and cultural well-being of Wales. The Act also requires them to apply the sustainable development principle which includes adopting ways of working which will help to further sustainable development. Focus on the requirements of Welsh Ministers and local authorities, among others, to set objectives designed to maximise their contribution to achieving each of the seven well-being goals which would benefit from further discussion. Discuss the value of local and national governments in encouraging schools, nursery settings etc. to consider how they can embed the ways of working and contribute towards the well-being goals through their curriculum and engaging learners, parents/carers and also the wider community.

Suggested research link:

Well-being of Future Generations (Wales) Act 2015: guidance

[Well-being of Future Generations \(Wales\) Act 2015: guidance | GOV.WALES](#)

Cymraeg 2050; A million Welsh speakers

Discuss the significance and value of Welsh as part of the new curriculum's Languages, Literacy and Communication Area of Learning and Experience to increase the number of Welsh speakers. Discuss how the Welsh language continues to be a mandatory subject for all 3–16-year-old learners, with flexibility for schools to decide the best way of ensuring the progress of learners in Welsh.

Suggested resource link:

Cymraeg 2050: A million Welsh speakers

[Cymraeg 2050: A million Welsh speakers \(gov.wales\)](#)

Additional Learning Needs Educational Tribunal Wales (ALNET)

Discuss the Additional Learning Needs and Education Tribunal (Wales) Act 2018 which creates a legislative framework to improve the planning and delivery of additional learning provision. Discuss how the Act focuses on a person-centred approach to identify needs early and puts in place effective support, monitoring while adapting interventions to ensure they deliver desired outcomes ensuring that all learners with additional learning needs (ALN) are supported to overcome barriers to learning and achieve their full potential.

	<p>Suggested resource links:</p> <p>Additional learning needs</p> <p>Additional learning needs Sub-topic GOV.WALES</p> <p>Additional Learning Needs and Education Tribunal (Wales) Act</p> <p>Additional Learning Needs and Education Tribunal (Wales) Act GOV.WALES</p> <p>Assessment task:</p> <p>Learners to create a summary of the areas of discussion covered through the discussions. Research information and video links of legislation, regulations, policies that impact on children's care, play, learning and development.</p>		
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5. Non Examination Assessments

The Level 3 Children's Care, Play, Learning and Development: Practice and Theory is assessed through 70% internal assessment and 30% external assessment.

Candidates must successfully complete:

- an externally set, internally marked set of tasks
- a portfolio of evidence
- a professional discussion
- an external examination
- an externally set and marked extended investigation.

External Assessment (Units 330 and 331)

Units 330 and 331 are assessed through two external assessments. The assessment of the knowledge and understanding required in Units 330 and 331 will target the following assessment objectives in line with the indicated weightings:

Assessment Objectives	Requirements	Weighting	Unit 330 (Written Examination)	Unit 331 Extended Investigation
AO1	Demonstrate knowledge and understanding of a range of key concepts, values and issues that are relevant to children's care, play, learning and development settings and contexts.	Minimum 20%	31-36%	9%
AO2	Apply knowledge and understanding to analyse evidence-based practices (your own or those of others) within children's care, play, learning and development.	Minimum 25%	31-36%	42%
AO3	Research, and evaluate theories and practice that relate to children's care, play, learning and development and reflect on how they can influence practice.	Minimum 35%	33-38%	49%

External examination (Unit 330)

The external examination will consist of one 2 hour paper (which can be taken on paper or on-screen) and which will:

- be set and marked by WJEC.
- assess content within topic areas 1-5
- include a maximum of 100 marks
- include a balance of short and extended answer questions, based on stimulus material and applied contexts
- assess all three Assessment Objectives each series
- assess each topic area (1-5) each series
- assess all sections of each key topic area over the lifespan of the specification
- align with the agreed % mark ranges for each assessment objective in each version of the examination
- only use the command verbs listed
- be graded pass/merit and distinction
- be available in January and May/June from 2022 onwards.

The mark allocation per Assessment Objective for each live examination paper will be as follows.

	AO1	AO2	AO3
%	31-36%	31-36%	33-38%
Mark	31-36	31-36	33-38

Sample question and answers for Unit 330:

Sample questions

1. Huw is 2 years old and attends a day nursery. A recent completed observation has identified that Huw likes to engage in physical activities.
 - (a) Outline how a den building activity in an outdoor environment could help Huw to develop **two** physical skills. [4]

(i)

.....

.....

.....

(ii)

.....

.....

.....

(b) Analyse how engaging in a den building activity with others could also promote Huw's social and emotional development. [5]

.....

.....

.....

.....

Example of AO1 (1)
Describe question...
Discuss and mark the qualities of the response

What advice would you give to the learner to help them improve their grade?

2. "The support of schools and nurseries is vital to the success of Designed to Smile and improving the oral health of children in Wales".

[\(http://www.designedtosmile.org/info-pro/information-for-schools-and-nurseries/\)](http://www.designedtosmile.org/info-pro/information-for-schools-and-nurseries/)

Describe how the Designed to Smile programme supports positive health and well-being for children 0-19 years.

[5]

Does this answer meet the needs of the question?

Marks awarded 2

designed to smile helps children
look after their teeth and brush them
the correct way by maybe making it
easier ~~they~~ do their teeth in school after
dinner for example they will ~~lead~~ sharks
first then they would do lions snakes then
to finish it off by brushing their ~~teeth~~
tounge this would help the children
have positive health by looking after their
mouth and teeth keeping them healthy.

Does the question fully cover the describe criteria?

How could this answer be improved further?

Example of AO1 (2)

Describe question...

Discuss and mark the qualities of the response

2. "The support of schools and nurseries is vital to the success of Designed to Smile and improving the oral health of children in Wales".

[\(http://www.designedtosmile.org/info-pro/information-for-schools-and-nurseries/\)](http://www.designedtosmile.org/info-pro/information-for-schools-and-nurseries/)

Marks awarded 3

Describe how the Designed to Smile programme supports positive health and well-being for children 0-19 years. [5]

..It helps to support health and well-being because it.....
educates children and young people on how to have good oral
hygiene and promotes positive habits from an early age.....
The programme also provides information for children and.....
careers which will give them a better understanding of how.....
to look after their teeth. The programme also provides.....
brushes and toothpaste so that disadvantaged children.....
aren't excluded, and everybody has equal opportunity to
achieve good oral health. Overall, these factors help to.....
support children's health, confidence and self-esteem.....

Question		Answer	Total Mark	A01	A02	A03
2.	1.2	<p>Describe how the Designed to Smile programme supports positive health and well-being for children 0-19 years.</p> <p>Award up to 5 marks.</p> <p>Award 0 marks for a response that is not creditworthy.</p> <p>Award 1-2 marks for a basic description showing some knowledge and understanding of how the Designed to Smile programme supports positive health and well-being for children 0-19 years.</p> <p>Award 3-4 marks for a good description showing knowledge and understanding of how the Designed to Smile programme supports positive health and well-being for children 0-19 years.</p> <p>Award 5 marks for a very good description showing detailed knowledge and understanding of how the Designed to Smile programme supports positive health and well-being for children 0-19 years.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • it is a preventative program to improve oral health of children • it involves a range of trained professionals who work together to promote health – multi-agency • it gives advice to parents – encourages them to promote good oral hygiene at home • it gives advice to settings – so they can link with healthy eating snack time • provides free toothbrushes and toothpaste to children • provides mandatory training for staff/workers to implement the program in the setting • scheme provides activities which encourages tooth brushing as part of routine • staff encourage role modelling, good habits and use the resources provided to support program • the programme promotes singing songs, activity sheets etc. linked to the activity will provide meaningful learning experiences • allows settings to work with families/carers – so reinforces positive oral health. <p>This list is not exhaustive. Credit any other suitable response.</p>	5	5		

Example of AO3 (1)

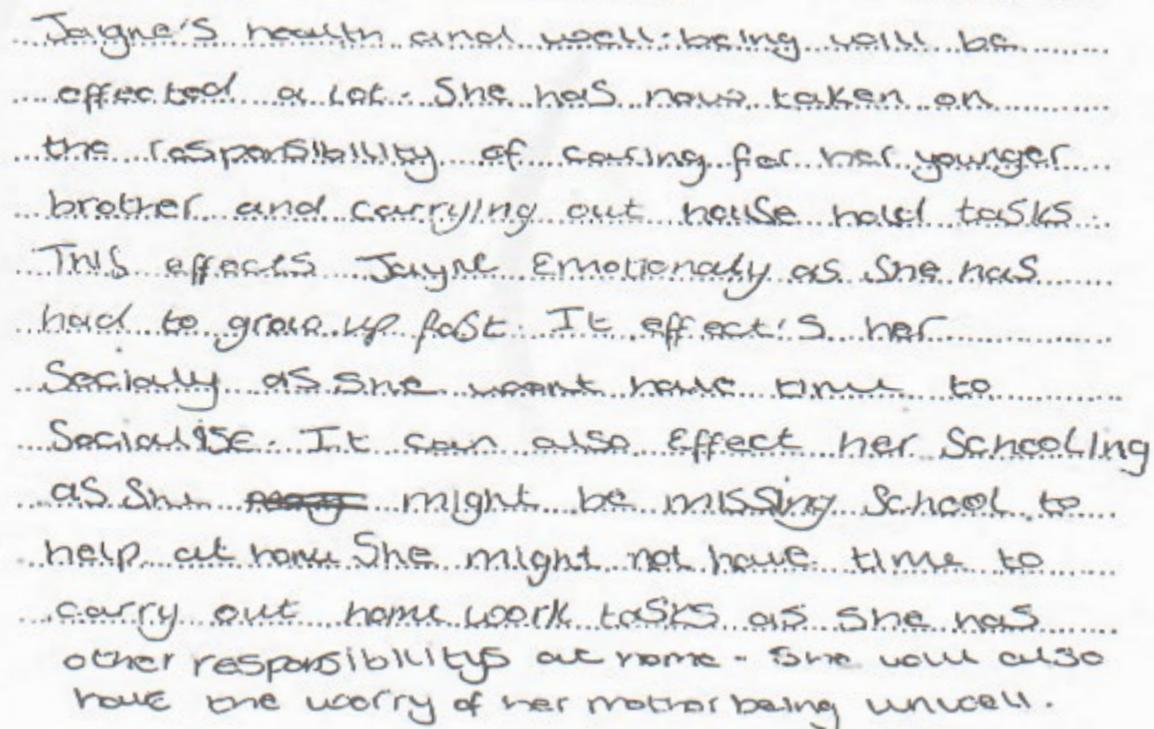
Assess question...

Discuss and mark the qualities of the response

Does this answer assess the change of circumstances that may impact Jayne's health and well-being?

What exam preparation techniques could be implemented to improve this style of writing?

- 3 Jayne is 14 years old and has a younger brother who is 6 years old. Jayne has recently taken on more responsibility at home as her mother is now immobile following an accident. [6]
Assess how this change in circumstances may impact Jayne's health and well-being.



Jayne's health and well-being will be affected a lot. She has now taken on the responsibility of caring for her younger brother and carrying out house hold tasks. This affects Jayne emotionally as she has had to grow up fast. It affects her socially as she won't have time to socialise. It can also affect her schooling as she ~~may~~ might be missing school to help at home. She might not have time to carry out home work tasks as she has other responsibilities at home - she will also have the worry of her mother being unwell.

Marks awarded 4

Example of AO3 (2)
Assess question...
Discuss and mark the qualities of the response

What exam preparation techniques could be used here?
Does this answer assess?

- 3. Jayne is 14 years old and has a younger brother who is 6 years old. Jayne has recently taken on more responsibility at home as her mother is now immobile following an accident.

Assess how this change in circumstances may impact Jayne's health and well-being.

[6]

Marks awarded 3

Handwritten response:
. Firstly, ... Jayne's ... social life is likely to decrease ...
. because ... she would be spending more time at home, ...
. this could impact her emotional development also, because
. of the pressure and responsibility she now has ... This could
. also affect her health because she would be putting strain
. on her body by looking after her brother and mother ...
. Jayne's well-being would be impacted by this, as
. her cognitive development will suffer as she may
. miss school, therefore she would fall behind her
. peers, and this could cause stress, anxiety
. and depression, which would have a negative
. effect on her mental health.

Question		Answer	Total Mark	AO1	AO2	AO3
3.	1.3	<p>Jayne is 14 years old and has a younger brother who is 6 years old. Jayne has recently taken on more responsibility at home as her mother is now immobile following an accident.</p> <p>Assess how this change in circumstances may impact Jayne's health and well-being.</p> <p>Award up to 6 marks.</p> <p>Award 0 marks for a response that is not creditworthy.</p> <p>Award 1-2 marks for a basic assessment of how this change in circumstances may impact on Jayne's health and well-being.</p> <p>Award 3-4 marks for a good assessment of how this change in circumstances may impact on Jayne's health and well-being.</p> <p>Award 5-6 marks for a very good assessment of how this change in circumstances may impact on Jayne's health and well-being.</p> <p>Credit responses that are positive or negative, candidates do not have to refer to both to access the full range of marks.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • added responsibility could mean she has to spend more time at home which will strengthen the relationship with her mother and brother • helping around the house – Jayne will learn new valuable life skills • Jayne may enjoy the adult role of helping to care for her brother • Jayne could form new relationships with others who may be helping with the care of the family – social services, friends, other family members • Jayne could do better in education if she is staying at home more in the evenings – more time for revision etc. • Jayne could have improved self-esteem, be proud of what she is doing • Jayne may feel more valued by her family as she is helping with their care • Jayne could feel stressed with the additional work at home • Jayne could become depressed/lonely/tired • Jayne could suffer physical injury lifting etc. • Jayne and her family may not eat appropriately – regularly or balanced meals • Jayne may miss her friends • Jayne may fall behind in education • Jayne may develop self-esteem issues • loss of work (housework/caring) life balance could affect Jayne • lack of time to engage in social activities, clubs etc. <p>This list is not exhaustive. Credit any other relevant response.</p>	6			6

Example of AO1 (1)

Suggest question...

Discuss and mark the qualities of the response

5. Rhiannon lives with her husband Tomos, who has recently returned from the armed forces, and their son Dewi, who is 2½ years old. During a recent conversation with the health visitor, both parents expressed concerns in relation to changes in Dewi's behaviour at home and at Cylch Meithrin, where he is quieter than usual and doesn't seem to want to join in activities.

- (a) Suggest possible reasons for the changes in Dewi's behaviour.

[5]

What advice would you give to the learner to help them improve their grade?

Marks awarded 1

His father just came back from the armed force and that is a big change for a 2½ year old as he hasn't hardly seen his father and he may not feel as close to his mother now as his father is home and that may be upsetting him.

Does this answer suggest reasons?

Does the answer fully answer the question?

Example of AO1 (2)

Suggest question...

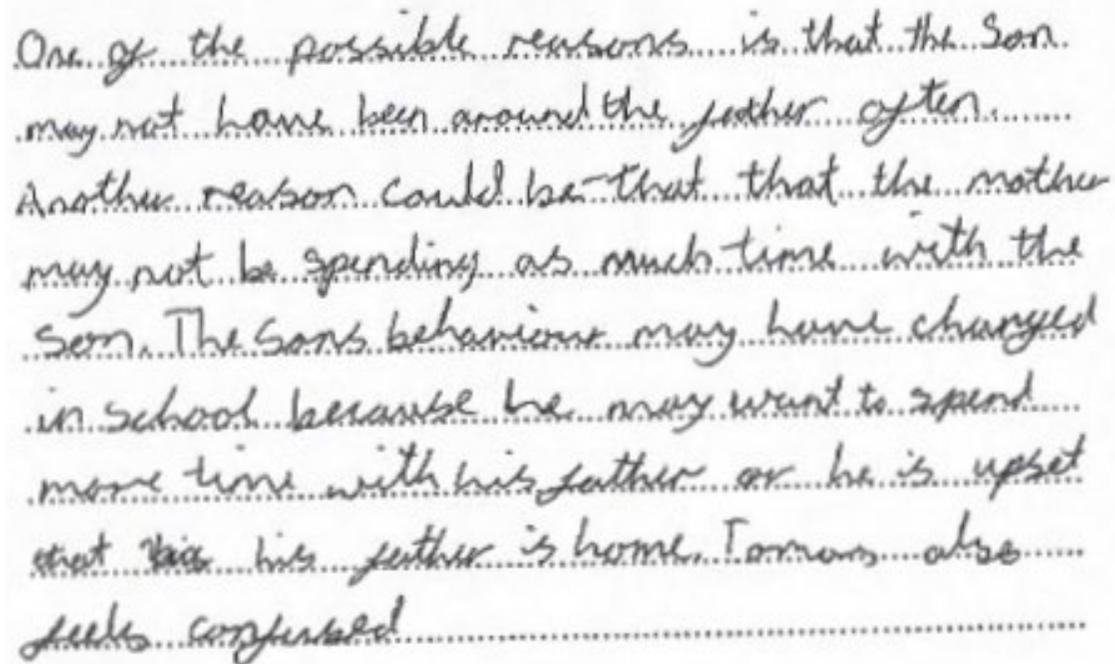
Discuss and mark the qualities of the response

5. Rhiannon lives with her husband Tomos, who has recently returned from the armed forces, and their son Dewi, who is 2½ years old. During a recent conversation with the health visitor, both parents expressed concerns in relation to changes in Dewi's behaviour at home and at Cylch Meithrin, where he is quieter than usual and doesn't seem to want to join in activities.

Marks awarded 2

- (a) Suggest possible reasons for the changes in Dewi's behaviour.

[5]



One of the possible reasons is that the son may not have been around the father often. Another reason could be that that the mother may not be spending as much time with the son. The son's behaviour may have changed in school because he may want to spend more time with his father or he is upset that his father is home. Tomos also feels confused.

Question	Answer	Total Mark	AO1	AO2	AO3
5	<p>(a) 2.1</p> <p>Rhiannon lives with her husband Tomos, who has recently returned from the armed forces, and their son Dewi, who is 2½ years old. During a recent conversation with the health visitor, both parents expressed concerns in relation to changes in Dewi's behaviour at home and at Cylch Meithrin, where he is quieter than usual and doesn't seem to want to join in activities.</p> <p>Suggest possible reasons for the changes in Dewi's behaviour.</p> <p>Award up to 5 marks.</p> <p>Award 0 marks for a response that is not creditworthy.</p> <p>Award 1-2 marks for basic suggestions showing some knowledge and understanding of possible reasons for the changes in Dewi's behaviour.</p> <p>Award 3-4 marks for good suggestions showing knowledge and understanding of possible reasons for the changes in Dewi's behaviour.</p> <p>Award 5 marks for very good suggestions showing detailed knowledge and understanding of possible reasons for the changes in Dewi's behaviour.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • Dewi is experiencing an unexpected transition – dad is back • he may be quieter in school because his dad is home – so he doesn't want to go to school, he wants to be home with dad • he may be tired as he may be doing more activities with his dad or with the family as his dad is there now • he may want more attention now he has two parents at home and may regress in his development/behaviour • Rhiannon may also want to spend time with her husband so she may have less time for Dewi, this could make him jealous of dad • he may be afraid or anxious that his dad may leave again • Dad may be less familiar to Dewi – may be lack of bonding and attachment. <p>This list is not exhaustive. Credit any other relevant response.</p>	5	5		

Extended Investigation (Unit 331)

Candidates are required to undertake an extended investigation based on a specific topic. The purpose of this investigation is to allow learners to conduct and analyse evidence collected via the investigation which will support learning from unit 330, make links between theory and practice and help prepare for further and higher education (if applicable).

The Extended Investigation is a form of non-examination assessment and centres must follow the instructions set out in the JCQ document 'Instructions for conducting non-examination assessment' a copy of which can be accessed from the JCQ website (www.jcq.org.uk).

Centres are required to have in place a non-examination assessment policy which will be checked as part of the centre and qualification approval process.

There are three stages of non-examination assessment that are controlled:

- setting the investigation
- completing the investigation
- marking the investigation.

Setting the investigation

Two topics will be set by WJEC each year and will be released to centres via the WJEC secure site on the first Monday in March (2022 and thereafter). Learners will be able to choose which of these topics to investigate. It is the centre's responsibility to ensure that they have issued the correct topics for the academic year in which they are making entries.

Completing the investigation

Centres will have some flexibility of when to schedule the non-examination assessment. Centres need to ensure that they have delivered Unit 330 before the Extended Investigation is attempted. As the investigation will draw on the candidate's experience in work placement, it is recommended that the Extended Investigation is not attempted until after, or near the end of, the mandatory 700 hours of placement. This will ensure that the candidates can access available marks allocated to all aspects of the investigation. Candidates will be required to select which of the two topics they intend to investigate and will need to plan and undertake independent research. Centres are required to manage and conduct internal assessments in line with the principles outlined in the JCQ document: Instructions for conducting non-examination assessments.

There are five areas of the investigation that are controlled: time, resources, supervision, collaboration and resit arrangements.

Time

Candidates should spend 15 hours on the Extended Investigation. This time refers to work completed under direct supervision in the classroom. Candidates are also required to undertake independent research which does not have to be supervised.

Resources

Candidates are allowed access to any resources they feel are appropriate including the internet when undertaking their independent research. When completing the controlled task under supervised conditions, candidates are only allowed access to the research they have undertaken.

The teacher/assessor is responsible for ensuring that no additional research is taken into the supervised environment after the task has commenced. It is the responsibility of the centre to ensure that candidates do not have any longer than the designated 15 hours. A declaration form will need to be signed to evidence that this stipulation has been adhered to. All research used by the candidate must be retained by the centre until the end of the assessment period and may be requested by WJEC during this period. Centres should refer to the WJEC guidance, *Malpractice – A Guide for Centres*, and the JCQ suspected malpractice in examinations and assessments policies and procedures if they are unsure how to proceed.

Supervision

Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions. Teachers may provide guidance and support to candidates to ensure that they have a clear understanding of the requirements of the NEA investigation and the associated marking criteria. Once work is underway, feedback must be limited to general advice on what needs to be improved. Teachers must not provide specific guidance on how to make these improvements. Once the investigation is finished and/or time allowance fully utilised, no further amendments may be made. The time spent working on the NEA investigation should be recorded by the teacher as a log and this may be requested by WJEC in addition to the candidate work. The log should be monitored by the centre to ensure that candidates spend no more than 15 hours completing the task.

Authentication

The teacher is responsible for informing candidates of WJEC regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for this qualification. Candidates must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception.

Centres must report suspected malpractice to WJEC if the candidate has signed the declaration of authentication form. It is important that NEA work is rigorously monitored by centres to ensure that candidates' work is their own.

Centres should monitor candidates' work by:

- keeping a careful record of progress during the timetabled sessions
- carefully considering whether the written evidence submitted is characteristic of the candidates' ability/attainment
- keeping work secure in the centre once the evidence (i.e. the report and the supportive evidence) is handed in
- ensuring work is not returned to the candidate to make changes.

All candidates are required to sign that work submitted is their own and teachers are required to confirm that the work is solely that of the candidate concerned and was conducted under the required conditions. Collaboration Candidates must not work together on any of the NEA investigation.

Marking the Investigation

This investigation is externally marked. Candidate work is to be submitted to WJEC for external marking by 15th May each year from May 2022 onwards.

The format and content of the task for Unit 331 is as follows:

Unit 331 Investigating current issues in children's care, play, learning, and development in Wales Extended Investigation

Tasks structure - These remain unchanged. The topics are released on the first Monday of March.

Task 1

Write an introduction to your extended investigation.

Outline:

- the main focus; areas you have chosen to research in relation to your selected topic
- why you have selected the topic and the focus areas; you may wish to refer to personal interest, taught content, sector engagement and work placement the methods of research that you have used
- sources used as part of investigating the topic and focus areas.

[9 marks]

As a guide aim to write approximately 450 words for this section.

Task 2

Discuss how your selected topic and focus areas support children's care, play, learning and development. Your evidence must include:

- how the focus areas support (positively or negatively) children's care, play learning and development
- a variety of viewpoints including your own and/or those of others
- appropriate examples from theory and/or practice to support your discussion
- how relevant theory/legislation or frameworks (as appropriate) have impacted on the topic and focus areas
- traceable references or quotes to support evidence.

[30 marks]

As a guide aim to write approximately 1,500 words for this section.

Task 3

Evaluate how the values and principles that underpin your selected topic and chosen focus areas are used in practice to support children's care, play, learning and development.

Your evidence could include reference to:

- effective communication
- teamwork and collaborative working
- equality/inclusion/diversity
- freedom to participate
- children's rights being upheld
- professional skills or any other as appropriate.

[15 marks]

As a guide aim to write approximately 750 words for this section

Task 4

Consider how relevant theories, legislation or frameworks (as appropriate) have influenced practice in children's care, play, learning and development settings.

Your evidence must include clear links to how the theories, legislation or frameworks have influenced practice in the settings you have experienced.

[14 marks]

As a guide aim to write approximately 700 words for this section.

Task 5

Assess how having knowledge of the selected topic and related theories and legislation can be used to bring about change in children's care, play, learning and development provision in the 21st century in Wales.

Your evidence must:

- demonstrate an awareness of new and developing practice approaches
- refer to a range of settings within the sector
- make judgements that link practice with theory (topic focus, related theories and legislation)
- make suggestions for future change that could be adopted in practice to support children's care, play, learning development
- evidence must refer to research undertaken and must relate to experiences in practice.

[20 marks]

As a guide aim to write approximately 1,000 words for this section.

Task 6

Discuss how your research and learning will support your own individual practice moving forward. Your evidence must include:

- a reflection of the value or benefits of what you have learnt as part of investigating this topic and focus areas
 - what you would like to do, based on your findings, to improve your own future practice
 - reference to any impact changes to your own practice could have on the practice of others.
- [12 marks]

As a guide aim to write approximately 600 words for this section.

Unit 331 – Top Tips

All involved should make sure they are clear what exactly is within the assessment pack and plan thoroughly for this assessment to take place within the set timetable and assessment window.

The following information will support the information in the assessment pack.

The information for centres and Candidate pack provides:

A choice of 2 topics - candidates should choose one topic and develop this in line with the tasks outlined in the Specification pages 238-239.

Points to consider/remember:

The extended investigation should;

- show breadth and depth of learning
- be specific to the chosen topic and focus areas at each task as identified pages 8-10
- be organised logically to develop breadth and depth of discussion and cover essential points
- consider the point of view of a childcare worker
- ensure references are identified and appropriately cited to avoid the risk of plagiarism
- present evidence from a range of sources.

Candidates could develop higher level skills and gain higher marks by:

- ensuring the investigation is appropriate to the chosen topic and evidence is applied through relevant focus areas
- considering strengths and weaknesses of information put forward for discussion
- evaluating evidence presented in relation to the topic and focus areas identified
- analysing why points made are relevant.

Candidates should demonstrate the ability to:

- consider the link between theory and practice
- make reasoned judgements in relation to the chosen topic and focus areas
- reflect of their own learning for future practice
- evaluate how relevant values and principles underpin the chosen topic and focus areas in practice
- make sufficient use of the suggested word count in order to demonstrate breadth and depth of investigation
- ensure all evidence presented remains focussed on the specific task requirements
- present evidence as directed by the command verbs in place
- work independently and interpret task requirements according to their practical experience in the work place and learning from the content delivered in the teaching environment.

Example work:

Unit 331 Guidance and Sample responses for Tasks 1-6 (taken from legacy work)

Task 1

Write an introduction to your extended investigation.

Outline:

- the main focus; areas you have chosen to research in relation to your selected topic
- why you have selected the topic and the focus areas; you may wish to refer to personal interest, taught content, sector engagement and work placement the methods of research that you have used
- sources used as part of investigating the topic and focus areas. **[9 marks]**

As a guide aim to write approximately 450 words for this section.

Good Practice tips

- focus areas should be clearly identified and central to chosen topic
- more than one focus area should be identified
- reasons for choice might be based on personal/practical experience within a work setting or learning environment which have raised interest and awareness to prompt further investigation.
- evidence of research and reading should be clearly identified.

Exemplar:

For this investigation I have chosen the topic "Working with others". I aim to discuss the following focus areas Communication/Confidentiality/The importance of working with Parents/and how these support children's care learning and development.

This topic has been of particular interest to me during class lessons and I have been able to observe some of these issues in my work placement.

These issues are important in a childcare environment because workers should always be aware of the needs of those they a looking after. Further investigation into this topic and focus issues will enable and encourage me to understand best practice when working with others.

The research carried out has supported my learning and the legislation studied in the classroom has helped me better understand why it is important to be aware of issues such as those identified.

The investigation has encouraged me to read books and magazine articles, I have also been engaging in class discussions. Recent television programmes have also supported my findings.

This investigation will discuss the importance of effective communication in making sure all those working together understand what is needed to deliver good care. Confidentiality has been chosen as a focus area as it is vital to keep information appropriately so children and families are safe. As childcare workers we must understand that parents/carers are children's main educators and know their children best.

Task 2

Discuss how your selected topic and focus areas support children's care, play, learning and development.

Your evidence **must** include:

- how the focus areas support (positively or negatively) children's care, play learning and development
- a variety of viewpoints including your own and/or those of others
- appropriate examples from theory and/or practice to support your discussion
- how relevant theory/legislation or frameworks (as appropriate) have impacted on the topic and focus areas
- traceable references or quotes to support evidence. [30 marks]

As a guide aim to write approximately 1,500 words for this section.

Good Practice tips

- this section should develop a discussion and apply knowledge of the focus areas relevant to the topic
- candidates should show an understanding of theory/frameworks or legislation in relation to focus areas and apply this to practice
- positive and/or negative points could be considered
- as well as own viewpoint candidates could consider the thoughts of others, this might include work placement supervisors/teachers in the education environment/peers
- practice observed during work placement experience could be used to support viewpoints
- appropriate/relevant theory/legislation or frameworks should support the discussion
- effective use of relevant referencing should be in place

Exemplar- Links to task 1 above

The three focus areas identified in task one should always be considered when working with others for the following reasons.

Firstly, good communication between those caring for children will help to make sure children are appropriately cared for. When I was in placement at a nursery last year a member of staff forgot to tell the key worker that a child had not eaten his breakfast. The child had spent much of the morning crying, this could have been because he was hungry but due to poor communication the key worker didn't meet his needs.

The second focus area is confidentiality and in my opinion this is very important. This area also links with my third choice, working with parents, as they may want to tell us something about their child but need to know they can trust us.

My work place supervisor explained the importance of this to me and explained that when parents and carers trust us the children will feel safe and happy to stay with us.

It was based on this experience that I decided to investigate further the importance of these focus areas and how they support working with others.

I discovered that good communication can support children through transitions, for example non verbal communication such as smiling and eye contact when children arrive at a setting for the first time will make them feel welcome.

I investigated the importance of positive communication and discussed it with the nursery manager who agreed that it is important for staff to have positive communication skills to help the children settle and encourage trust.

During my research I found some theoretical evidence to support this idea. Bandura believes that children will model the attitudes of those around them so where staff are happy and smiling this will support the children to feel good.

(McLeod, S. A. (2016, Feb 05). Bandura - social learning theory. Simply Psychology. <https://www.simplypsychology.org/bandura.html>)

Task 3

Evaluate how the values and principles that underpin your selected topic and chosen focus areas are used in practice to support children's care, play, learning and development.

Your evidence could include reference to:

- effective communication
- teamwork and collaborative working
- equality/inclusion/diversity
- freedom to participate
- children's rights being upheld
- professional skills

or any other as appropriate.

[15 marks]

As a guide aim to write approximately 750 words for this section.

Good Practice tips

- a range of values and principles should be evaluated
- we suggest learners are encouraged to consider the number they choose wisely as they need to remain focussed
- evaluation could be developed through knowledge gained as part of taught content plus examples from practice.

Exemplar - Links to task 1 above

In order to support children effectively it is important to uphold certain values and principles.

Working with others, in particular parents and carers is fundamental to caring for children.

E.g. policies and procedures should be in place in every childcare setting to make sure everyone is treated equally. Children come from a variety of backgrounds and this should be considered when providing services for families. The policies in place will help us have a non-judgemental approach to those we work with.

When we follow policies and procedures it will help us meet the needs of those in our care and that support is relevant according to circumstances.

It is important however that we are flexible in our approach as there is no one size fits all.

Communication, which is one of my focus areas, is also fundamental to good care and links to equal opportunity.

In my previous placement a new child came half way through the term. The family had recently moved from Poland and the child spoke very little English. Strategies were put in place to help communication, a Polish speaking helper was appointed to work with him a few times a week. Various activities were organised to support his language development. As part of working with parents family sessions were set up and parents were invited in to the school to meet other families. This helped the child and his family settle in to their new home and make friends. Communication skills support children's social skills which is very important for making friends.

This type of relaxed non judgemental approach helps families build positive relationships and work together with staff to support their children's education and development.

Task 4

Consider how relevant theories, legislation or frameworks (as appropriate) have influenced practice in children's care, play, learning and development settings.

Your evidence **must** include clear links to how the theories, legislation or frameworks have influenced practice in the settings you have experienced. **[14 marks]**

As a guide aim to write approximately 700 words for this section.

Good Practice tips

- include clear strengths and weaknesses of relevant theory/legislation and framework could be considered to show depth and breadth of understanding
- evidence should be developed to make clear links to candidates' placement or sector engagement.

B1- Winnicot's transition objects has many strengths but it also has its weaknesses. One strength includes that it takes a lot of anxiety off the child's shoulders when they are about to enter the setting as they have a sense of their home, but on the other hand if the child has the object taken off them they may not want to go to school as they feel a sense of loss. These objects can also be a distraction to the child's learning. During morning sessions within nursery's, all the children gather around the mat, when children have these object they usually become a distraction to other children which leads to the object being taken off the child (<http://changingminds.org>) obviously this will impact the child in a negative way as they will feel a sense of loss and may begin to cry. As the child as reacted within this way they may begin to cry for their mothers, we must always reassure them that everything will be okay as practitioner in order to cool them down. One strength of Winnicot's transitional objects is that it is a good calming method for the child to be less anxious when entering the school. Transitions can be such a daunting experience for children, especially when starting nursery as this will be the first time that the chid would be away from their mother.

Task 5

Assess how having knowledge of the selected topic and related theories and legislation can be used to bring about change in children's care, play, learning and development provision in the 21st century in Wales.

Your evidence **must**:

- demonstrate an awareness of new and developing practice approaches
- refer to a range of settings within the sector
- make judgements that link practice with theory (topic focus, related theories and legislation)
- make suggestions for future change that could be adopted in practice to support children's care, play, learning and development.

Evidence **must** refer to research undertaken and **must** relate to experiences in practice.

[20 marks]

As a guide aim to write approximately 1,000 words for this section.

Good Practice tips

Learner's should develop an in-depth assessment regarding how the selected topic and theory/legislation/framework will influence provision.

Exemplar – topic is transition – framework is foundation phase:

The Welsh Assembly Government, who developed the Foundation Phase Framework, believes that transitioning from Foundation Phase to Key Stage 2 is difficult as children have never experienced the type of practice that is displayed in Key Stage 2. This is relevant as it would encourage practitioners to prepare children for transitions like this one, so that they've had some experience before the transition begins to ensure, that the transition does not lead disengagement. The Foundation Phase Framework states that "settings/schools must work to reduce environmental and social barriers to inclusion and offer opportunities for all children to achieve their full potential". This quote shows that settings need to ensure that children feel included in order to achieve their full potential through education. This means that practitioners and settings will need to support children through barriers linked to transitions, so that children are consistently included within learning and social activities. For example, if a child who has cerebral palsy, (and needs a wheelchair to be mobile) is moving to new school that doesn't have tables suitable for a wheelchair to fit underneath, the child will feel anxious about the transition as they will worry about how they're going to get work done. They may even fear that they'll be separated from the rest of the class to work in a suitable environment, which can make a child feel lonely. To overcome these barriers for inclusion, the setting would need to have tables that the child can easily access. This will make the child feel more at ease about the transition as they'll no longer need to worry about the classroom environment. Although there are positive points I can collect from the Foundation Phase Framework and link them to transitions, the Framework doesn't necessarily provide advice for practitioners or information about transitions, although there are additional sources of support and advice as highlighted above. As I am writing an essay on transitions, I am able to find key quotes from the Foundation Phase Framework to evaluate its effectiveness of supporting children through transitions.

Task 6

Discuss how your research and learning will support your own individual practice moving forward.

Your evidence **must** include:

- a reflection of the value or benefits of what you have learnt as part of investigating the topic and focus areas
- what you would like to do, based on your findings, to improve your own future practice
- reference to any impact changes to your own practice could have on the practice of others.

[12 marks]

As a guide aim to write approximately 600 words for this section.

Good Practice tips

- learners should reflect on their own personal learning of the topic and focus areas chosen
- candidates should discuss how this learning might influence their own practice in the future
- discussion should include the influence of changes suggested on others.

Exemplar – Topic Transitions

I have learnt that every child deals with transition differently and I now understand that childcare workers have a very important part to play to make sure children feel safe during all types of transitions.

This is important as we must make sure that we support children and prepare them for changes.

Through this investigation I have discovered that children's behaviour changes during some transitions. Some children will become aggressive in the setting if they don't know what is going on. The key person approach is helpful to understand that in the future. I must get to know individual children and understand what might help them.

In my work place I have seen how key workers make sure children feel safe and comfortable when they are new to the group, so I would like to see more of this going on in order to improve my practice and that of others.

I frequently ask others in placement about strategies to support children and I attend training with the staff. Following one team meeting we decided to look at the new intake of children from next term and together we will be meeting with parents to find out what the children like to do to help with transition.

Key Points

- these excerpts are one way of interpreting and responding to the set task
- there is no wrong or right way as long as essential criteria is addressed – the focus is on learner choice and interpretation based on own learning and experience
- credit will be given even if evidence is found in a different section as marking is holistic
- markers will standardise and discuss different types of responses at conference
- additional exemplars from live work will be released after the first award in 2022.

6. RESOURCES

Glossary of Terms

Abuse	Abuse is defined as any action that intentionally harms or injures another person. Child abuse can take many forms including: physical abuse, sexual abuse, neglect and emotional abuse.
Accountability	When a person or organisation is responsible for what they do and is expected to give a satisfactory or acceptable reason for their actions.
Accident (health and safety)	An unplanned or unexpected event that may lead to injury or an unwanted situation.
Acquisition of language	The learning or developing of a skill or ability.
Activities and experiences	Play, leisure and learning activities that meet the preferences and needs and abilities of the child.
Acute care (health)	Health care is where a patient receives active and short-term treatment following an illness, injury or during recovery from surgery.
Administration of medication	Administer and document medication ensuring the use of the 'five rights', to reduce errors and harm. The right patient, the right drug, the right dose, the right route and the right time.
Adverse Childhood Experiences (ACEs)	Adverse Childhood Experiences (ACEs) refer to negative events or traumatic experiences that have occurred and can result in long-lasting effects and impact on children's health and well-being.
Advocacy	A child advocate supports and offers advice to a child. The purpose of advocacy is to enable children to express their wishes and feelings fairly and uphold their human rights.
Alleged	Where an accusation of guilt or apparent event is stated, without proof produced to confirm the declared statement to be true.
Allied Health Professional	Allied health professionals include a wide range of professional health care roles e.g. physiotherapists, occupational therapists etc.
ALNco	The role of the additional Learning Needs co-ordinator is to oversee the day to day running of the ALN policy and the co-ordination of the provision made for children with ALN (Additional Learning Needs).
Appraisal	The process of assessing something or someone; to make a judgement or an evaluation.
Approach (communication)	A way of dealing with a situation or a problem.

Assessment of need	The process of working out what an individual's needs are.
Attachment theory	A theory developed by psychologists to explain how a child interacts with adults and forms relationships. It is related to forming emotional, secure and consistent relationships.
Attitude	A way of thinking or feeling about something which can be a belief or the way an opinion is voiced.
Barriers to learning	This can be anything that stands in the way of a child being able to learn to their best potential. This could be related to poverty, abuse, opportunities, environment etc.
Behaviour	The way in which one acts or conducts oneself, especially towards others.
Bonding	The bond between a parent/carer and child is crucial for the growth and development of a child through enhancing the child's quality of life, positive interaction and communication.
Boundaries (behaviour)	Boundaries in behaviour management are rules, guidelines or acceptable expectations that limit a person to a specific and reasonable behaviour.
CAMHS (NHS Child and Adolescent Mental Health Services)	Specialist services provided by the NHS for children and young people up to the age of 18 who are having emotional or behavioural problems such as for depression, eating difficulties and anxiety.
Care of children	The supervision of a child or children which involves meeting their holistic needs in all areas of their growth and development.
Care Inspectorate Wales (CIW)	CIW register, inspect and take action to improve the quality and safety of services for the well-being of the people of Wales.
Child-centred approach	Encourages children to take learning into their own hands through active play and experimentation. Children take responsibility for what they will explore and learn about.
Code of practice in childcare	A professional code for child carers to protect children from exploitation, abuse and to value and respect each child as an individual.
Codes of Conduct and Professional Practice	The professional standards that nurses, midwives, nursing associates and other health and social care professionals must uphold in order to be registered to practice in the UK.
Concern of child welfare	Reasonable grounds for worry or suspicion that a child is being harmed, that may be consistent with abuse needs to be reported to your local children's care social team.

Confidentiality	The protection of personal information. Information is only shared on a 'need to know' basis. There is an ethical and legal responsibility which is vital when working with children and their families to maintain and protect the information of individuals.
Consent	Giving permission for something to happen or an agreement to do something.
Continence in children	The ability to control the movements of the bowels and bladder. Continence problems may relate to urine leakage, bedwetting and constipation.
Culture	The ideas, customs, beliefs and social behaviour of a particular people or society.
Development of children	A specific state of growth or advancement in the sequence of social, physical, language, intellectual and emotional changes that occur in a child from conception through adolescence to the beginning of adulthood.
Disclose information	To make something known to another, to reveal or open up.
Discrimination	Treating another person differently based on the colour of their skin, religion, sexuality, background etc.
Diversity	A range of different things or differences.
Duty of care	A moral or legal responsibility to ensure the safety or well-being of children in your care.
E- safety	Internet, cyber or online safety in order to protect private information and personal safety from exploitation or crime.
Early identification	This involves evaluating and responding to a delay in development or a child who is at risk from having ALN (Additional Learning Needs).
Early years education	Relates to learning for children aged 3-5 years old.
Empathy for others	The ability to understand the feelings of others.
Engaging in learning	Children are most engaged when they themselves are part of the learning process, and construct their own meaning, through learning which is active, stimulating, challenging and thought provoking.
Environments in childcare settings	The organisation of indoor and outdoor spaces, the variety of resources and stimulation for learning.
Equality	The state of being equal to others in terms of status, fairness, opportunities and human rights.
Ethical	Moral principles and values relating to the knowledge of what is good or correct.

Ethos	The character or fundamental values of a person, culture or structure.
Framework of learning	A curriculum or organised plan of learning that defines the content and standards of what will be covered in the learning outcomes and the methods of assessment or achievement.
Hazard in health and safety	Something that could cause harm to a person e.g. ladder, noise, wet floor etc.
Health care	A programme that provides assistance with physical, social and mental well-being.
Health and safety	Procedures and regulations intended to prevent accidents in public environments.
Heuristic development	Enabling a person to discover or learn something for themselves.
Holistic development	Holistic child development refers to the whole child and addresses the physical, emotional, social, intellectual, spiritual aspects of child development.
Hydration	Keeping hydrated with fluids is important to regulate the body's temperature, digest food and excrete waste, to replace the water that has been lost through sweat and urination.
Immunisation	One of the best ways to protect children from harmful diseases such as, measles, mumps, meningitis etc. is to keep children immunised through a schedule of age appropriate vaccinations to prevent the spread of disease for all children.
Impact	A marked effect or influence.
Incident (health and safety)	An unforeseen event/an instance of something happening, which can be positive or negative.
Infection (health)	Types of infection include fungal, bacterial, virus etc. It is the invasion and multiplication of organisms not normally present in the body.
Infestation (health and safety)	An unusually large number of insects or animals. Parasitic (living organism) disease caused by animals e.g. mice, lice, ticks etc.
Initiatives	Specific programmes or projects undertaken to achieve set outcomes. It is the start of something to make improvements.
Key worker	A keyworker takes on the role of the main carer and has responsibility for specific children in the childcare setting, will work with individual children and their parents/carers to ensure the child's specific care and education needs are met.
Language immersion	A technique used in bilingual language education in which two languages are used for instruction and guidance.
Learning	The process of acquiring new knowledge, behaviour, skills etc. To make sense of a subject, event or feeling.

Legislation	A law or set of laws suggested by government and made official by parliament.
Lifestyle choices	A personal or conscious decision of how to live and behave based on attitude, taste, values and interests.
Monitoring	The process of observing and checking progress over a period of time.
Moving and handling	The process of lifting, pushing, pulling and moving equipment or people.
Multi-agency working	To work in collaboration with other practitioners and professionals from different sectors to provide an integrated way of working to provide early intervention and support children and families e.g. education, youth work, police etc.
Multi-disciplinary working	A team of staff from several different backgrounds and areas of expertise e.g. psychiatrists, social workers etc. each providing a range of services coordinated to work together towards a set of specific goals.
Nutrition	The process of providing or obtaining the nourishment of energy from food necessary for health, growth and development.
Partnership	The association of two or more people who share goals and work together in partnership.
Play	Engaging in an activity for enjoyment and recreation which can be spontaneous or planned.
Policy	A course or principle of action stated by an organisation.
Positive approach	To enable individuals to deal effectively with the demands and challenges of situations or environments.
Prevention	The action of stopping something happening or arising.
Principles	The accepted rule, action or behaviour for individuals.
Procedure	An agreed series of actions or steps to accomplish a set goal or task.
Professional practice	Having knowledge within a particular profession and completing actions related to professional duties.
Recording information	The method of taking down relevant information in an organised manner.
Referrals	To direct someone to a different place or person for information, help or action.
Reflection	To examine experiences and explore changes or actions to engage in a process of continual learning.

Relationship-centred working	The importance of interpersonal relationships that exist between the persona and others around them, having a personal and collaborative approach etc.
Resilience	The ability to recover quickly from difficulties, such as emotional or health related circumstances.
Responsibilities	The legal rights, duties and powers to make informed decisions and take actions
Rights based approach	To respect, protect and fulfil the principles of human rights.
Risk	The likelihood that an identified hazard could cause harm.
Risk benefit assessment	To provide balance for the benefits of an activity with any possible risk.
Role	A particular position and responsibility.
Routines	Educational, personal, physical care routines etc. offer opportunities for variety and consistency.
Safeguarding	Measures to protect the health, well-being and human rights of children and adults to live free from abuse, harm and neglect.
Schedule of Growing Skills (SOGS)	A screening tool to assess developmental milestones in children.
Stages of development	The ages and stages of child development. Children go through distinct periods of development as they grow from infants to young adults e.g. birth to 2 years.
Stages of play	A theory classified by solitary, spectator, parallel, associative and cooperative play stages.
Stress	Feeling or being under too much emotional or mental pressure/feeling unable to cope.
Team work	A combined action of a group.
The Foundation phase	A curriculum for children in Wales based on the provision of developmentally appropriate learning outcomes.
Theory	A system of ideas intended to create an explanation based on research or a hypothesis.
Transitions	A change from one form or type to another.
Types of play	Types of play are created through various environments and play spaces e.g. creative, exploratory, imaginative etc.
Values	The importance, and belief in shared ideals of what is desirable or undesirable.

Well-being	The state of being comfortable, happy or healthy.
Well-being of Future Generations (Wales) Act 2015	Public bodies need to make sure that when making their decisions they take into account the impact they could have on people living their lives in Wales in the future.
Whistleblowing	A term used when a worker passes on information concerning wrongdoing or unethical practice.
Young carer	A young person aged 18 or under who is responsible for caring for someone. They may be responsible for household chores and personal care etc.

Legislation:

Learners should have a **fundamental** understanding of key legislation and how this underpins the work of early years and childcare workers.

The legislation, national policies, guidance, standards and frameworks include:

- United Nations (UN) Convention on the Rights of the Child and the seven core aims developed by Welsh Government
Seven Core Aims:
 - have a flying start in life (early years)
 - have a comprehensive range of education and learning opportunities
 - enjoy the best possible health and are free from abuse, victimisation and exploitation
 - have access to play, leisure, sporting and cultural activities
 - be listened to, treated with respect, and have their race and cultural identity recognised (participation in decision making)
 - have a safe home and a community which supports physical and emotional well-being
 - not be disadvantaged by poverty
- European Convention on Human Rights
- Human Rights Act (1998)
- Equality Act (2010)
- 10-year workforce development plan for early years childcare and play
- Wales – A Play Friendly Country (Welsh Government 2014)
- The Children's Act 1989 and 2004
- The Well-Being of Future Generations (Wales) Act 2015.

Well-being of Future Generations (Wales) Act 2015

- Aims to improve the social, economic, environmental and cultural well-being of Wales now and in the future; it informs public bodies listed in the Act about their legal obligation to:
 - consider the long-term impact of their decisions
 - look to prevent problems and take a more joined-up approach
 - work together with individuals, communities and each other.
- Ensures for the first time, that the public bodies listed must work in a sustainable way, to include:
 - carrying out sustainable development principles
 - setting and publishing well-being objectives
 - working to achieve the seven well-being goals set out in the Act.
- Further information, animations and documents giving an outline of the Well-being of Future Generations (Wales) Act 2015 can be found at <https://gweddil.gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en>.

Learners should know and understand the purpose of safeguarding legislation and policies and how they influence person-centred care, to include:

- <https://diogelu.cymru/>

Further details on the latest Welsh Government legislation and policies are available at <https://www.healthandcarelearning.wales/>.