

Unit Title: **CYPOP1 Work with babies and young children to promote their development and learning**

Level: 3

Credit value: 6

Guided learning hours: 45

Unit accreditation number: A/601/0121

## Unit purpose and aim

This unit aims to provide the knowledge, understanding and skills to work with babies and young children to support their learning and development. This would normally cover the age range for children from birth to their 3<sup>rd</sup> birthday.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The learner will:</b></p> <p>1 Understand the development and learning of babies and young children</p>	<p><b>The learner can:</b></p> <p>1.1 Explain the pattern of development in the first three years of life and the skills typically acquired at each stage</p> <p>1.2 Explain:</p> <ul style="list-style-type: none"> <li>• how development and learning are interconnected</li> <li>• how and why variations occur in rate and sequence of development and learning</li> <li>• that learning may take place in different ways</li> <li>• the importance of play</li> </ul> <p>1.3 Explain the potential effects on development, of <b>pre conceptual, pre birth and birth experiences</b></p> <p>1.4 Explain the impact of current research into the development and learning of babies and young</p>	<p><b>Pre conceptual, pre birth and birth experiences may include:</b></p> <ul style="list-style-type: none"> <li>• smoking</li> <li>• alcohol intake</li> <li>• maternal ill health</li> <li>• poor maternal diet</li> <li>• substance abuse</li> </ul>

	children	<ul style="list-style-type: none"> <li>• assisted birth</li> <li>• birth trauma</li> </ul>
2 Be able to promote the development and learning of babies and young children	<p>2.1 Undertake assessments of babies or young children development and learning needs</p> <p>2.2 Demonstrate in own practice how the indoor and outdoor <b>environment</b> is responsive to the development and learning needs of babies and young children</p> <p>2.3 Plan play based activities and experiences based on assessments to support development and learning</p> <p>2.4 Demonstrate in own practice the provision of play based activities and experiences to promote development and learning that are tailored to babies or young children's needs</p>	<p><b>Environment may include:</b> Being well equipped, clean and safe with age appropriate equipment and materials which;</p> <ul style="list-style-type: none"> <li>• provide appropriate challenge</li> <li>• offer appropriate levels of sensory stimulation</li> <li>• provide quiet calming spaces for babies and young children</li> <li>• are planned and organised around individual needs of babies and young children</li> </ul>
3 Understand the attachment needs of babies and young children	<p>3.1 Explain the benefits of the key worker/person system in early years settings</p> <p>3.2 Explain how babies and young children learn and develop best from a basis of loving, secure relationships with carers and with key persons in work settings</p> <p>3.3 Analyse the <b>possible effects of poor quality attachments</b> on the development of babies and children</p>	<p><b>Possible effects of poor quality attachments may include:</b></p> <ul style="list-style-type: none"> <li>• effects on social and emotional development and emotional security</li> <li>• effects on ability to settle, take risks and make the</li> </ul>

		<p>most of learning opportunities</p> <ul style="list-style-type: none"> <li>• possible effects on short and long term mental health</li> <li>• effects on relationships with parents and professional carers</li> </ul>
<p>4 Be able to engage with babies and young children and be sensitive to their needs</p>	<p>4.1 Engage sensitively with babies and young children giving them time to respond</p> <p>4.2 Engage in playful activity with babies and young children</p> <p>4.3 Explain how babies express their emotions, preferences and needs and demonstrate <b>responsive care</b> in own practice.</p> <p>4.4 Explain why it is important to manage transitions for babies and young children</p> <p>4.5 Explain when and why babies and young children require periods of quiet to rest and sleep</p>	<p><b>Responsive care may include:</b></p> <ul style="list-style-type: none"> <li>• where the carer is responding sensitively, consistently and promptly</li> <li>• responses are sensitive to individual needs and preferences</li> <li>• consistency of response</li> <li>• responding promptly and managing situations to avoid delay</li> </ul>
<p>5 Be able to work in partnership with carers in order to promote the learning and development of babies and young children</p>	<p>5.1 Explain the primary importance of carers in the lives of babies and young children</p> <p>5.2 Demonstrate in own practice how to exchange information with carers</p> <p>5.3 Evaluate ways of working in partnership with carers</p>	

## Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any

knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

## Details of relationship between the unit and national occupational standards

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

- CCLD 303: Promote children's development
- CCLD 312: Plan and implement positive environments for babies and children under 3 years
- HSC 37: Care for and protect babies

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website [www.ocr.org.uk](http://www.ocr.org.uk).

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.