

Component level	3
Component Guided Learning Hours (GLH)	40
Ofqual component reference number	Y/650/7955
Component sector	13.2 Direct learning support

Component summary

Learners will develop their knowledge and understanding for the development of children and young people and will explore the key stages of development and the factors that can influence this. The milestones and timeframes related to the development in children and young people and how to apply theory to current practice across the sector will be the focus of this component.

This component has **five** learning outcomes.

1	Understand the different stages of development from birth to 19 years.
2	Understand factors that can influence children and young people's development.
3	Understand how child development theories influence current practice.
4	Understand the importance of development milestones and timeframes in recognising development and behaviour.
5	Know how to monitor children and young people's development to determine whether the child or young person is developing against expected milestones.

Content

LO1 Understand the different stages of development from birth to 19 years.

Stages	AGE range	Stages of Development			
		Physical	Cognitive	Language	Social and emotional
Foundation	0-2	Rolling, crawling, sitting Fine and gross motor skills	Exploring environment	Basic sounds, understanding of gestures	Basic facial expressions and emotions
	2-5	Climbing, jumping, walking,	Stages of play Developed memory recall, problem solving	Words and sentences-conversations	Development of friendships and co-operation, undertake tasks independently

		Further development and use of fine motor skills			
Key stages 1&2	6-11	Development of fine motor skills, undertaking sports related skills Onset of puberty- Development of secondary sexual characteristics	Development of reasoning, organised in their behaviour, improved attention to tasks	Increased vocabulary, defining abstract and complex ideas and concepts	Social relationships develop as individual identity enhances
Key stages 3&4	11-16	Refine movements Increase muscle mass May be clumsy due to growth spurts	Understanding their own values, ability to question current thinking	Development of comprehension, ability to participate in complex discussions	Key friendships and relationships evolve, individuals become more independent Developing own identity
Key stage 5 and Further education	16 to 19	Refined visual – spatial co-ordination. Growth spurts Reach adult height	Making long term plans Make own decisions Increased learning	Increased vocabulary due to starting work or apprenticeship / further education	Committed relationships Intimate relationships Develop community / group consciousness

Types of inter-relationship for example:

- Physical development
 - fine and gross motor skills improve co-ordination and spatial awareness. This can support physical movements and how the individual engages with the environment.
- Cognitive
 - Language development allows individuals to understand and communicate complex ideas and to express their thoughts.

- Problem solving- allows the individual to understand social situations and make better decisions.
- Learning- improved memory to aid learning.
- Social/Emotional
 - Understanding others perspectives- empathising with others can improve relationships and enhance interactions with others.
 - Developing language- development of conversation building and taking turns in talking whilst improving vocabulary
 - Managing emotions- managing emotions during interactions and managing own emotional well-being
 - Expressing emotions during interactions can enhance relationships through empathy.
- Language
 - Social- improving communication allows individuals to better engage in conversations through expressing views and understanding others.
 - Academic- the development of language allows individuals to understand what is expected, teaching materials and to be able to effectively participate in the learning process.
 - Cognitive- language skills can support retention of information and support comprehension.

LO2 Understand factors that can influence children and young people's development.

Factors:

- Environmental
- Social
- Parenting
- Health and well-being
- Cultural
- Education

LO3 Understand how child development theories influence current practice.

Theories:

- Cognitive
 - Piaget
 - Chomsky
- Psychoanalytic
 - Freud
 - Erikson
- Humanist
 - Maslow
 - Montessori

- Social learning
 - Bandura
- Operant conditioning
 - Skinner
- Behaviourist
 - Watson

LO4 Understand the importance of development milestones and timeframes in recognising development and behaviour.

- Cognitive
- Social and emotional
- Communication
- Language

Milestone development is used to monitor a child's development and ensure they are progressing within typical ranges. They provide an average of what is to be expected within each range. Milestones provide an overview for assessing and identifying any areas of concern. Practitioners can understand if an individual is meeting developmental milestones or if further assessment or intervention is needed by observing and comparing age-appropriate expectations.

Development milestones can identify areas of strength and areas requiring further support. This can then inform intervention planning and ensure that individuals receive specific interventions to support development.

LO5 Know how to monitor children and young people's development to determine whether the child or young person is developing against expected milestones.

Methods to monitor children and young people's development.

- Screening tools/ Initial assessments
- Development assessments/ checklists
- Progress monitoring/ reports
- Observations
- Interviews
- Standardised tests

Difference from expected milestones

- Biological differences
- Environmental
- Individual differences
- Previous experiences
- Illnesses
- Socioeconomic status

- Cultural

Benefit of early identification of developmental delays

- Development of social and emotional well-being
- Improving relationships
- Academic success
- Increased understanding of further developmental delays
- Improved rate of implementing support mechanisms/ tools
- Interventions Training for caregivers- when caregivers are equipped to sufficiently support the child/ young person, there is a greater chance milestones are met
- Education/ Individual Education Plans to meet the needs of the individuals- improve self-esteem and confidence as well as improving outcomes for individuals
- Mental health support- providing support to access education curriculum and to develop relationships through increased self-confidence and esteem
- Speech and language therapy- develop relationships, enhance empathy and understanding cues

Summary of assessment

This component is assessed through an externally set project that is internally marked, and externally verified. Our expectations on assessment and the evidence we require is detailed in the AIM Specification available on our website (www.aimgroup.org.uk).

Learning outcomes	Assessment criteria
The learner must:	The learner must be able to:
1. Understand the different stages of development from birth to 19 years.	1.1 Outline the different stages of development from birth to 19 years. 1.2 Describe the different areas of development from birth to 19 years. 1.3 Explain how each area of development can influence one another.
2. Understand factors that can influence children and young people's development.	2.1 Describe factors that influence the development of children and young people. 2.2 Analyse how these factors can positively impact a child and young person's development.
3. Understand how child development theories influence current practice.	3.1 Outline three child development theories. 3.2 Describe how child development theories have influenced current practice.

4. Understand the importance of development milestones and timeframes in recognising development and behaviour.	4.1 Explain the types of development milestones and why they are important. 4.2 Explain how milestone development, sequences of development and assessment scales are applied to development of children and young people.
5. Know how to monitor children and young people's development to determine whether the child or young person is developing against expected milestones.	5.1 Explain the different methods to monitor children and young people's development. 5.2 Explain why children and young people's development might differ from expected milestones. 5.3 Explain the importance of early identification of developmental delays to support the development of children and young people. 5.4 Assess different interventions to promote positive outcomes for children and young people against the expected milestones.

Assessment

The following assessment method **must** be used in the assessment of this component:

- AIM Set Project

Links to other components

This component is the underpinning knowledge for all other components. It is recommended that this component is delivered first.

Learning and teaching strategies

This qualification is suitable for a range of learning and teaching strategies such as online or face to face teaching using suitable audio/visual resources, reading material, as well as individual and group activities. Online learning resources, handouts, and guided individual learning can also be considered as a teaching strategy. It is expected that centres should adopt a range of teaching and assessment methods that best suits the context and learner.

Resources/indicative texts

Parker, J. and Crabtree, S. (2020) Human Growth and Development in Children and Young People: Theoretical and Practice Perspectives. Bristol, Policy Press



Lindon, J. (2007) Understanding Children and Young People: Development from 5-18 Years. London, Hodder

Version number	Date	Description
1	July 2023	Document created

Notes

It is expected that before the component is delivered, the tutor/assessor will have read the specification to ensure all conditions regarding rules of combination, delivery, assessment, and internal quality assurance are fulfilled. The standardisation activity should have been completed before any assessment is undertaken.