



**CIMSPA PROFESSIONAL STANDARD:
POPULATION SPECIALISM**

**Working with Children
0-5 years**

(FULL STANDARD)

EDITION: V1.0

PUBLICATION DATE: February 2019

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Working with Children 0-5 Years

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ABOUT THIS STANDARD

This document is a CIMSPA Professional Standard: Population Specialism (full version).

This full version of the standard is available to CIMSPA awarding organisation, skills development, higher education and further education partners.

Published by:

The Chartered Institute for the Management of Sport and Physical Activity
Incorporated by Royal Charter
Charity Registration Number: 1144545
www.cimspa.co.uk

Publication Date: February 2019
Edition: V1.0

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1. Overview

Professional Standard: Population Specialism Working with Children 0-5 Years

This Professional Standard: Population Specialism Working with Children 0-5 Years outlines the essential knowledge and skills that are needed to meet the requirements of the sector minimum deployment standards.

Note: “Professional Standard: Population Specialism” will be abbreviated throughout this document to “Population Specialism”; the reader should understand this abbreviation as the full title.

This full version of this standard is available to CIMSPA awarding organisation, skills development, higher education and further education partners. It provides guidance for the development of education products that will be endorsed by CIMSPA.

The Working with Children 0-5 Years Population Specialism covers job roles that sit within the sport and physical activity sector as part of all industries.

This CIMSPA Population Specialism allows you to demonstrate your expertise in working with Children 0-5 Years in a sport and physical activity setting.

This Population Specialism can be used as follows:

1. Combined with an occupation standard to form an educational product: e.g. Occupation: Coach; Population Specialism: Working with Children 0-5 years.
2. Combined with an occupation standard and additional specialism(s) to form an education product: e.g. Occupation: Coach; Population Specialism: Working with Children 0-5 years; Technical Specialism: Antenatal and Postnatal
3. As a standalone product that can be completed as continuing professional development: e.g. working with children 0-5 years.

Endorsed qualification logo

Qualifications that meet the requirements of this CIMSPA Professional Standard will display this official CIMSPA endorsement logo.



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2. Scope of the Working with Children 0-5 Years Professional Standard: Population Specialism

This Population Specialism supports an individual who is working with the following people:

- Core population: children aged 0-5 years.

Individuals that meet this standard will:

UNDERSTAND:

- How to work with a range of children within different development stages in a way which suits the children's needs and over a period of time that allows for opportunity to improve their cognition and fundamental movement skills

HAVE DEMONSTRATED:

- The ability to design and deliver safe and effective practical sessions that fully support each stage of a child's development. This can be done through creating an enabling environment that contributes to their development.

Activities could include:

- Activities to promote gross and fine motor skills/physical literacy and healthy behaviours.
- Equip children to improve their fitness, health and well-being.
- Delivering inclusive activities for fun and enjoyment.

Safeguarding and protecting children

There is limited coverage on safeguarding and protecting children within this population specialism standard as there is a separate technical specialism that provides much more in-depth topics that can be embedded alongside the Population Specialism: Working with Children 0-5.

3. Summary of knowledge and skills

Working with Children 0-5 Years

Topic	Knowledge and understanding	Skills
Principles of holistic development in children 0-5	<ul style="list-style-type: none">• The stages of physical development for baby, toddler and pre-school children and the relationship between them.• The factors that influence a child's holistic development and how a sport and physical activity/active play (activities that raise the heart rate) session can support this.	
Creating a fun, safe and inclusive environment for the delivery of sport and physical activity sessions	<ul style="list-style-type: none">• How to ensure activities are safe but also allow for risky play: i.e. providing opportunities for a child to encounter or create uncertainty, unpredictability and potential hazards as part of play in a controlled environment.• Ensuring all legal principles, all safeguarding policies and safety checks are complete to ensure the welfare of every child is at the forefront of everything.• How to plan and prepare inclusive, safe and effective sport and physical activity sessions tailored to the needs of children 0-5.• The importance of communication, listening and engagement to develop effective sport and physical activity sessions.	<ul style="list-style-type: none">• Plan, prepare, deliver and continually evaluate inclusive, safe and effective sport and physical activity sessions for children 0-5, using appropriate equipment and methods.• Demonstrate a range of communication methods as appropriate during a sport and physical activity session.
Promoting health and well-being of children 0-5	<ul style="list-style-type: none">• The benefits of promoting children's good health and well-being in an early year's environment with the support of parents and other care givers.• Physical activity guidelines for early years (under 5s and under 5s capable of walking).	<ul style="list-style-type: none">• Demonstrate ways of promoting physical activity and healthy living to parents and other care givers that can enable them to encourage the health and well-being of their child.• Work with a range of relevant professionals and individuals to promote health and well-being and build relationships with parents, teachers and care givers.

5. Product development guidance

This section is aimed at organisations developing formal educational products mapping to this Population Specialism. The guidance should be considered in the development of all educational products seeking CIMSPA endorsement.

The CIMSPA Professional Development Board (PDB) has agreed any of the formal educational products listed in the table below can be developed for the Population Specialism, Working with Children 0-5. Where evidence that all elements of the Population Specialism are included, CIMSPA endorsement can be sought.

Educational product	Mapping requirements	Professional Standard Population Specialism achieved on attainment?
Regulated vocational qualification	Fully mapped	YES
Apprenticeship programme	Fully mapped	YES
HE programme/modules	Fully mapped	YES
CPD programme/modules	Partially mapped	YES

All formal educational products that are seeking CIMSPA endorsement must be submitted to CIMSPA and should include all elements outlined in the Population Specialism and assessed in line with the intention of the standard.

Education providers seeking CIMSPA endorsement for a product against this Population Specialism are asked to consider the following:

- a) They determine and justify the level of the product they have developed, in line with regulator guidance. To ensure parity, the level for all educational products that fully map to this Professional Standard should be the same.

The level assigned is determined by leading awarding organisations currently offering qualifications in the sector in which this specialism resides.

This is not a first-to-post exercise but one in which education providers are invited to submit their levelled units/full qualification for review as part of the CIMSPA endorsement process.

Once agreed by CIMSPA, all subsequent fully-mapped educational products must conform to the level set for this Population Specialism.

Level descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at a given level and it should be ensured that educational products fully mapping to this Population Specialism are a 'best-fit' for the level assigned.

- b) They determine the total qualification time for the qualification/unit and outline the minimum requirements for practical assessment.

When working with Children 0-5 years, a minimum of assessed evidence is advised, comprising of six sessions of 30 minutes each in duration. This can be a combination of formative and summative assessment.

- c) They stipulate practical assessment must be conducted, where practically possible, in a real-world environment. For example, 'on the job' or at work. For someone working with children in a sport and physical activity environment this could include; sports halls, swimming pools, outdoors, or other appropriate spaces.
- d) Their quality assurance meets the appropriate regulator's guidance, including: internal and external quality assurance, staffing requirements and assessment generation and evidence.

6. Learning and development requirements (LDRs)

The LDRs outline the key areas of learning and assessment that should be contained within any educational product seeking CIMSPA endorsement against a Professional Standard. There are 3 key areas of learning and development for the Population Specialism: Working with Children 0-5 Years, of which all areas are interconnected and mandatory. The key areas are:

1. Principles of holistic development for children 0-5.
2. Creating a fun, safe and inclusive environment for the delivery of sport and physical activity sessions.
3. Promoting health and well-being.

N.B. Examples (e.g.) are given within the LDRs to provide an overview of the knowledge and skills most relevant to this population specialism. It is not mandatory to assess learners against 100% of the examples provided, however, sufficient coverage to ensure occupational competence on achievement must be ensured. This will be reviewed as part of the CIMSPA endorsement process.

1. Principles of holistic development for children 0-5

Ref	Knowledge and understanding:	Those Working with Children 0-5 Years must:
K1.1	Pattern of holistic development	<ul style="list-style-type: none"> Describe the different stages of holistic development milestones from birth to five years and why they are important, to include: <ul style="list-style-type: none"> Physical. Social. Emotional. Cognitive.
K1.2	Stages of baby development	<ul style="list-style-type: none"> Describe the stages of development for babies 0-18 months including physical, social, emotional and cognitive development. Describe teaching implications for learners at each stage of development. Identify suitable physical activities for babies 0-18 months. Describe holistic benefits to a child's development of physical activity.
K1.3	Stages of toddler development	<ul style="list-style-type: none"> Describe the stages of development for toddler 18 months-3 years considering physical, social, emotional and cognitive development. Describe teaching implications for toddlers at each stage of development. Identify suitable physical activities for toddlers 18 months-3 years at each stage of development.
K1.4	Stages of preschool development	<ul style="list-style-type: none"> Describe the stages of development for preschool 3-5 years considering physical, social, emotional and cognitive development. Describe teaching implications for preschool children at each stage of development. Identify suitable physical activities for preschool children 3-5 years at each stage of development.
K1.5	Children with additional needs	<ul style="list-style-type: none"> Describe the different types of participants you may encounter and their needs and demands: e.g. special educational needs and disability, disability, disadvantaged and any specific health conditions.
K1.6	Physical development model	<ul style="list-style-type: none"> Describe how a physical development model can be applied. Describe fundamental movement skills (FMS) specifically for children 0-5 years.
K1.7	The role of sport and physical activity and play in influencing a child's development	<ul style="list-style-type: none"> Identify how physical development is influenced by sport and physical activity and play in children 0-5.
K1.8	Monitoring physical development	<ul style="list-style-type: none"> Describe how to monitor physical development using different methods. Describe factors impacting physical development in children 0-5. Explain the importance of monitoring physical development for children 0-5 years.
K1.9	Importance of the types and range of play for baby – pre-school development	<ul style="list-style-type: none"> Explain the importance of play for baby and pre-school development. Explain the different types of play which can be incorporated into a sport and physical activity session.

K1.10 Fundamentals and physical literacy

- Describe the term physical literacy and fundamentals.
 - Describe the difference between physical literacy and fundamental movement skills.
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2. Creating a fun, safe and inclusive environment for the delivery of sport and physical activity sessions

Ref	Knowledge and understanding:	Those Working with Children 0-5 Years must:
K2.1	Safe practical sessions	<ul style="list-style-type: none"> Describe key legislation relating to safe practice when working with children 0-5 years: e.g. paediatric first aid. Describe the importance of risk assessments. Describe the importance of undertaking safety checks before delivering a session. Identify the role of statutory agencies for safeguarding children.
K2.2	Maintaining safety	<ul style="list-style-type: none"> Describe how to respond to injury, illness and emergency situations in a sport and physical activity session specifically for children 0-5. Know the procedure for reporting incidents and accidents to relevant colleagues, parents, teachers or care givers.
K2.3	Welfare of children	<ul style="list-style-type: none"> Describe the different welfare needs of a child 0-5 and contrast this to the needs of older children and adults.
K2.4	Communication within a baby and pre-school environment	<ul style="list-style-type: none"> Identify methods of non-verbal communication. Describe listening as a two-way process. Explain the importance of communication choice within 0-5 sport and physical activity sessions.
K2.5	Positive and negative interaction	<ul style="list-style-type: none"> Explain the importance of positive interactions and the effects of negative interactions. Explain ways to develop positive interactions. Describe the impact of interaction on children 0-5.
K2.6	Accompanying adult	<ul style="list-style-type: none"> Explain the role of the accompanying adult. Describe factors which can affect the role of the accompanying adult. Describe common adult cues. Explain how the individual can engage positively and build effective relationships with the accompanying adult.
K2.7	Planning, preparation and delivery	<ul style="list-style-type: none"> Explain how to plan inclusive, safe and fun sport and physical activity sessions (both indoor and outdoor) for children 0-5. Describe the importance of goal setting and regular attendance of sport and physical activity sessions for the development of children 0-5. Describe how to deliver safe and effective sport and physical activity sessions to children 0-5. Explain how important it is to have contingency plans and how to ensure activities are creative, fun and engaging and pitched at the appropriate level. Describe the use and benefit of outside space as an alternative and/or viable learning environment.
K2.8	Evaluation and continual review	<ul style="list-style-type: none"> Describe how to evaluate safe and effective sport and physical activity sessions that will inform future sessions.

Ref	Skills:	Those Working with Children 0-5 Years must be able to:
S2.1	Safety checks	<ul style="list-style-type: none"> • Demonstrate how to carry out safety checks prior to a session referring to risk assessment.
S2.2	Reporting and sharing	<ul style="list-style-type: none"> • Report and share incidents to the appropriate individual when appropriate.
S2.3	Effective communication	<ul style="list-style-type: none"> • Demonstrate positive communication during a sport and physical activity session including verbal and non-verbal methods. • Demonstrate listening during a sport and physical activity session. • Demonstrate encouraging positive interactions between the accompanying adult and the child.
S2.4	Planning and preparation	<ul style="list-style-type: none"> • Develop a plan to deliver safe and effective sport and physical activity sessions for children 0-5.
S2.5	Delivery	<ul style="list-style-type: none"> • Deliver safe and effective sport and physical activity sessions for children 0-5 years. • Demonstrate activities which encourage independent learning. • Demonstrate positive communication to encourage independent learning. • Demonstrate safe and effective session management.
S2.6	Evaluation and ongoing review	<ul style="list-style-type: none"> • Evaluate safe and effective sport and physical activity sessions and use the evaluation to inform the planning for future sessions. • Collect feedback from parents, teachers, care givers and children as appropriate.

3. Promoting health and well-being

Ref	Knowledge and understanding:	Those Working with Children 0-5 Years must:
K3.1	Promoting health and wellbeing	<ul style="list-style-type: none"> • Describe the benefits of promoting good health and well-being for children 0-5. • Describe the wider impact of promoting good health and well-being in children 0-5. • Explain what constitutes well-being to include: <ul style="list-style-type: none"> - Emotional. - Social. - Cognitive. - Physical aspects.
K3.2	The role of parents and other caregivers	<ul style="list-style-type: none"> • Explain the important role that parents and other caregivers play in contributing to the health and well-being of their child.
K3.3	National health guidance	<ul style="list-style-type: none"> • Summarise the Chief Medical Officers' (CMO) Physical Activity Guidelines for early years (under 5s and under 5s capable of walking).
K3.4	Nutrition and hydration	<ul style="list-style-type: none"> • Outline the general nutrition and hydration guidance for children 0-5 when taking part in sport and physical activity.
Ref	Skills:	Those Working with Children 0-5 Years must be able to:
S3.1	Promoting health and wellbeing	<ul style="list-style-type: none"> • Demonstrate ways to promote children's health and well-being.
S3.2	The role of parents and other caregivers	<ul style="list-style-type: none"> • Demonstrate ways of promoting physical activity and healthy living to parents and other care givers that will enable them to encourage the health and well-being of their child within the remits of the role.
S3.3	Nutrition and hydration	<ul style="list-style-type: none"> • Ensure children are appropriately nourished and hydrated during sport and physical activity sessions.

7. Acknowledgements

CIMSPA would like to thank the following individuals and organisations for contributing to the development of this Population Specialism.

- Janet King: NCFE (CIMSPA awarding organisation partner)
- Jane Dorrian, Fiona Diffey: Cardiff Metropolitan University (CIMSPA HE partner)
- Sam Othen: Nuffield Health (CIMSPA employer partner)
- Ben Jackson: Active IQ (CIMSPA awarding organisation partner)
- Kayle Brighwell: STA (CIMSPA awarding organisation partner)
- Simon Stevens, Adam Goymer: Swim England (CIMSPA awarding organisation partner)
- Garry Beardsworth: Sports Leaders (CIMSPA awarding organisation partner)
- Claire Janse Van Rensberg: Virgin Active (CIMSPA employer partner)
- Eamonn Ellis:Fit for Sport Ltd (CIMSPA employer partner)
- Sion Kitson: Sport England (CIMSPA partner)
- David Turner: UK Coaching: (CIMSPA partner)
- Andy Heald: Premier Education (CIMSPA SDP partner)
- Robert Daniels: Association of Padel Professionals (CIMSPA employer partner)
- Tim Spencer: Erewash Borough Council (CIMSPA employer partner)
- Chris Barnes: SCL (CIMSPA employer partner)
- Lisa Mchendry: Youth Sport Trust (CIMSPA SDP partner)
- Kirsty Howells: Canterbury University (CIMSPA HE partner)
- Steve Franks: Water Babies (Employer)