

Pearson Edexcel Level 2 Diploma for Children's Care, Learning and Development

For Wales and Northern Ireland

Specification

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Issue 4

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 4. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson Edexcel Level 2 Diploma for Children's Care, Learning and Development (QCF)

The QN remains the same.

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Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 2 Diploma for Children’s Care, Learning and Development:

Qualification title	Qualification Number (QN)	Regulation start date	Operational end date
Pearson Edexcel Level 2 Diploma for Children’s Care, Learning and Development	501/1814/6	01/10/10	31/12/14

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners’ final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 2 Diploma for Children’s Care, Learning and Development

This qualification:

- is a recognised qualification for those wanting to work with children and young people in Wales and Northern Ireland only.
- is based on the Children’s Care, Learning and Development National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned by Skills for Care and Development
- has a minimum credit value of 39 credits
- covers the age range from birth to 19 years
- requires the learner to spend time in a real work environment
- is suitable for different types of learners, including those in full-time formal learning, those in part-time formal learning and those in full-time employment.

The Pearson Edexcel Level 2 Diploma for Children’s Care, Learning and Development has been approved as a component required for the Children’s Care, Learning and Development Apprenticeship framework in Wales and Northern Ireland.

In Wales the Minister for Education, Lifelong Learning and Skills has stipulated that learners undertaking Level 2 Children’s Learning and Development [CCLD] qualifications in Wales ie the Pearson Edexcel Level 2 Diploma for Children’s Care, Learning and Development will be required to undertake a minimum period of work/work placement. For Level 2 this has been set at 40 days/280 hours. Learners are required to provide evidence of the work/work placement hours via diaries, log sheets, etc.

What is the purpose of this qualification?

This qualification is intended to guide and assess development of knowledge and skills relating to children and young people and will provide progression to the early learning and childcare, social care and learning development and support services workforces. The qualification confirms competence under supervision in these areas where appropriate and serves as a progression pathway to the required qualification at level 3 or above (for all new practitioners) for registration and regulatory requirements in the sector.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification.

What are the benefits of this qualification to the learner and employer?

Learners who achieve the Edexcel Level 2 Diploma for Children's Care, Learning and Development will be eligible to work with children and young people under supervision in Wales and Northern Ireland and may progress to the Pearson Edexcel Level 3 Diploma for Children's Care, Learning and Development.

What are the potential job roles for those working towards this qualification?

- Assistant in children's centre
- Assistant in day nurseries, nursery schools and nursery classes
- Assistant playgroup worker
- Play worker
- Day Care worker
- Nursery assistant
- Crèche assistant
- Out of School Childcare worker
- Cylch Meithrin assistant

What progression opportunities are available to learners who achieve this qualification?

Learners who achieve the Pearson Edexcel Level 2 Certificate for Children's Care, Learning and Development may progress to the Pearson Edexcel Level 3 Diploma for Children's Care, Learning and Development.

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with employers and training providers delivering the qualifications.

NVQ/Competence qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less
- Certificate – a qualification with a TQT value in the range of 121–369
- Diploma - a qualification with a TQT value of 370 or more

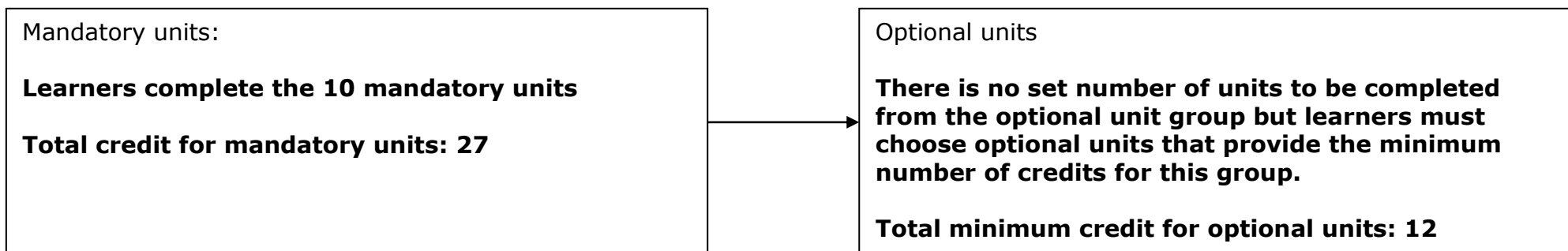
What is the qualification structure for the Pearson Edexcel Level 2 Diploma for Children's Care, Learning and Development?

Summary of the qualification structure for the Pearson Edexcel Level 2 Diploma for Children's Care, Learning and Development

Individual units can be found in the *Units* section. The level and credit value are given on the first page of each unit.

Learners must gain a minimum of 39 credits (390 TQT and a minimum of 307 GLH) to achieve the Pearson Edexcel Level 2 Diploma for Children's Care, Learning and Development. To do this, they must complete all 10 mandatory units to achieve 27 credits plus a minimum of 12 credits from the optional group of units.

Overview: qualification structure for the Pearson Edexcel Level 2 Diploma for Children's Care, Learning and Development Workforce



Qualification structure for the Pearson Edexcel Level 2 Diploma for Children’s Care, Learning and Development

Core mandatory units

The 10 units listed in the table below are mandatory for all learners undertaking this qualification. The learner must complete all of the following units in order to achieve the Pearson Edexcel Level 2 Diploma for Children’s Care, Learning and Development:

Pearson Edexcel Level 2 Diploma for Children’s Care, Learning and Development						
SSC unit reference	Unit reference no	Pearson unit reference	Mandatory unit title	Credit	Level	GLH
CCLD MU 2.2	Y/601/3236	1	Contribute to the Support of Child and Young Person Development	3	2	25
CCLD MU 2.3	J/601/4527	2	Understand how to Safeguard the Welfare of Children and Young People	3	2	25
CCLD MU 2.4	J/601/3491	3	Contribute to Children and Young People's Health and Safety	3	2	26
CCLD MU 2.8	H/601/3496	4	Contribute to the Support of Positive Environments for Children and Young People	3	2	27
CCLD MU 2.9	M/601/3498	5	Understand Partnership Working in Services for Children and Young People	2	2	18
CCLD MU 2.10	J/601/4530	6	Contribute to the Support of Children and Young People’s Development through Play	3	2	23
SHC 21	F/601/5465	7	Introduction to Communication in Health, Social Care or Children’s and Young People’s Settings	3	2	23

Pearson Edexcel Level 2 Diploma for Children’s Care, Learning and Development

SSC unit reference	Unit reference no	Pearson unit reference	Mandatory unit title	Credit	Level	GLH
SHC 22	R/601/5471	8	Introduction to Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings	2	2	20
SHC 23	L/601/5470	9	Introduction to Personal Development in Health, Social Care or Children's and Young People’s Settings	3	2	23
TDA 2.1	H/601/3305	10	Child and Young Person Development	2	2	15

Qualification structure for the Pearson Edexcel Level 2 Diploma for Children’s Care, Learning and Development

Optional units

The learner must choose optional units that will enable the achievement of a minimum of 12 credits from this group of units:

Apprentices must achieve units SS MU21.1 and SS OP 2.1 (Units 25 and 26) from the optional knowledge units as detailed in the Apprenticeship frameworks.

Apprentices should also undertake units MP11 002 and PEFA P001 (Paediatric Units 23 and 24) from the Optional Unit banks to meet the Employer Requirements

Pearson Edexcel Level 2 Diploma for Children’s Care, Learning and Development						
SSC unit reference	Unit reference no	Pearson unit reference	Optional unit title	Credit	Level	GLH
CCLD OP 2.1	H/601/4549	11	Contribute to the Support of Children’s Learning in Information and Communication Technology (ICT)	2	2	14
CCLD OP 2.2	K/601/4536	12	Contribute to the Support of Children’s Mathematical Development	2	2	14
CCLD OP 2.3	H/601/3238	13	Contribute to the Development of Babies and Young Children	2	2	16
CCLD OP 2.4	M/601/3243	14	Contribute to the Physical Care of Babies and Young Children	3	2	23
CCLD OP 2.5	Y/601/3253	15	Contribute to the Acquisition of a New Language through Immersion for Children in Early Year’s Settings	3	2	22
CCLD OP 2.6	A/601/4539	16	Contribute to the Support of Disabled Children and those with Specific Requirements	3	2	23

Pearson Edexcel Level 2 Diploma for Children's Care, Learning and Development						
SSC unit reference	Unit reference no	Pearson unit reference	Optional unit title	Credit	Level	GLH
CCLD OP 2.11	T/601/4541	17	Contribute to the Support of Children's Positive Behaviour in Early Years Settings	3	2	20
CCLD OP 2.15	M/601/3310	18	Contribute to the Support of Children's Communication, Language and Literacy	2	2	14
CCLD OP 2.16	D/601/3335	19	Contribute to the Support of Children's Knowledge and Understanding of the World	2	2	14
CCLD OP 2.17	H/601/3336	20	Contribute to the Support of Children's Creative Development	2	2	14
CCLD OP 2.18	K/601/3337	21	Contribute to the Support of Children's Outdoor Play	2	2	14
CYP OP 5	Y/600/9770	22	Understand how to set up a Home Based Childcare Service	4	3	29
MPII 002	J/600/2037	23	Managing Paediatric Illness and Injury	1	2	10
PEFA P001	F/600/2036	24	Paediatric Emergency First Aid	1	2	10
SS MU 2.1	F/601/3442	25	Introductory Awareness of Sensory Loss	2	2	16
SS OP 2.1	Y/601/3446	26	Introductory Awareness of Models of Disability	2	2	15
TDA 2.14	A/601/6517	27	Support Children and Young People at Meal or Snack Times	3	2	18
SHC 24	H/601/5474	28	Introduction to Duty of Care in Health, Social Care or Children's and Young People's Setting	1	2	9

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualification is designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Assessment requirements/strategy

The assessment requirements and strategy for this qualification have been included in *Annexe C*. They have been developed by Skills for Care and Development in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units or a whole qualification. Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, available on our website at www.edexcel.com/policies
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit, the learner must gather evidence which shows that they have met the required standard in the assessment criteria as well as the requirements of Skills for Care and Development assessment requirements/strategy. Evidence can take a variety of different forms including the following below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used to cross-reference purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

Age range covered by this qualification

The age range of children and young people covered in this qualification is 0-19 years. In delivering this qualification, tutors must ensure that the knowledge and understanding component encompasses the 0-19 age range. However, competence need only be demonstrated for the age range with which the learner would normally work.

Confidentiality requirements

Confidentiality must be observed throughout the assessment process. Names, video recordings, and photographs of children and young people under 18 years of age should be avoided if possible. If parental permission is obtained to use such evidence, the learner must be aware of their responsibility regarding data protection and safeguarding children. Confidential records can be seen *in situ* by the qualified occupationally competent assessor. The internal verifier and external standards verifier will need to know how the evidence contributed towards the assessment process and where it is located.

Work experience time

Learners will require sufficient time to be able to carry out and demonstrate the competence elements of this qualification, showing that they understand how knowledge components are applied in practice. Since the amount of time required to evidence achievement of all assessment criteria will vary between learners, Pearson is only able to make recommendations regarding work experience time required for learners. Pearson recommends, as a guide, that learners working towards the Pearson Edexcel Level 2 Diploma for the Children's Care Learning and Development would require approximately 280 hours working in real work environments.

Work Experience time – Wales

Welsh learners undertaking this qualification will be required to undertake a minimum period of work/work placement. This has been set to 40 days or 280 hours.

Recommendations for assessment methods, assessment planning and tracking progress

Initial assessments are recommended as important in providing evidence to determine the starting point of learning and assessment.

Induction and initial assessment are a key part of the assessment process and can identify the learner's present experience in the sector and any credit they may be able to use as part of the assessment process. Initial assessment can also form part of the agreement of appropriate methods for the assessment process itself and ensure that an appropriate setting is available for the learner to use. Any specific learner needs can be identified and appropriate support arranged as a result. This may be done by means of a basic skills test.

Steps in carrying out an initial assessment include:

- checking that the learner has the language, literacy and numeracy skills necessary to achieve the qualification that they are registering for, offering support where needed
- ensuring that, where a learner is registering for a qualification that includes assessment in the workplace, they will have opportunities to demonstrate those criteria in their day-to-day work
- identifying opportunities to motivate learners and those who support them within the workplace. Consider opportunities for:
 - transferring credit from units that also appear in the rules of combination of other qualifications
 - recognising the equivalency of any units already achieved
 - claiming exemptions for achievements outside of the
 - using the RPL process to claim credit for what the learner already knows and can do for immediate assessment
 - identifying what learners need to learn.

A range of information can be used to inform the initial assessment including:

- learner self-assessment
- headteacher or line manager appraisal
- previous qualifications and achievements
- prior learning and experience
- learning style preferences
- job role and career aspirations
- potential, aptitude and commitment
- personal circumstances.

Taking **a holistic approach to assessment** will avoid unnecessary duplication of evidence and:

- pay dividends in the efficiency and effectiveness of the assessment process and might well be easier for the learner to understand
- allow for evidence for a number of learning outcomes to be drawn from a range of activities, thus making it easier to cover aspects that may not occur in a one-off assessment, and
- avoid the inefficient use of assessment opportunities and over- assessment associated with planning for assessment on an outcome-by-outcome or unit-by-unit basis.

Assessment planning is recommended for this qualification as good practice. It is recommended that learners have assessment plans that identify when and how assessment will be carried out. Assessors should have a thorough knowledge of the qualification and its assessment requirements and be able to give learners a clear understanding of what they are being assessed on, what methods will be used and what evidence they need to produce.

Where workplace assessment is required, assessors should:

- familiarise themselves with the learner and their workplace
- find out when the learner is available for assessment eg what hours/days they work
- take account of the learner's job role and circumstances eg what managers, teachers, classes, groups or individuals they work with, their timetable or work pattern, their commitments outside of work
- identify different opportunities for demonstrating competence eg a task may be carried out in different ways depending on the group or individual with whom the learner is working
- draw upon the skills and resources of a mentor, if available, to facilitate assessment opportunities (but keeping them separate from the assessment process)
- ensure assessment planning takes account of the learner's learning needs and agreed plans for addressing these.

It is recommended that **the learner's progress is tracked** appropriately. Regular reviews with learners, involving the line manager for qualifications assessed in the workplace, should be carried out to measure progress towards achievement of the qualification and maintain progress. Feedback from the mentoring process may also contribute to the review process but only where confidentiality allows.

Reviews should take account of:

- actions agreed at the last review meeting
- progress made in relation to any agreed learning plan, where such a plan exists
- assessments undertaken
- any problems or obstacles encountered and how these will be addressed
- any changes in learner's circumstances or work circumstances eg changed work role
- future learning needs and how they will be addressed
- any implications for the assessment plan and revising this as appropriate.

Progress reviews should also be used to check that the learner and the line manager:

- understand and are comfortable with the assessment process
- know what progress the learner has made towards achievement of the qualification
- understand the appeals process.

Unit content

Unit content is provided for all mandatory units in this qualification and for selected optional units.

The content provides the range of subject material for the programme of learning and specifies the competences, knowledge and understanding required for achievement of the learning outcomes in the unit. This is informed by the requirements of the related National Occupational Standards (NOS), where relevant.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

Learning outcome: this is shown in bold at the beginning of each section of content.

Italicised sub-heading: it contains a key phrase or concept stated within the assessment criteria. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

Elements of content: the elements are in plain text and amplify the sub-heading. These are the elements of content which must be covered in the delivery of the unit. Semicolons mark the end of an element.

Brackets contain amplification of content which must be covered in the delivery of the unit.

'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Online support

'Ask the Expert' is an online service you can use to ask any question about the delivery or teaching of Pearson qualifications. Search the database of frequently asked questions or submit your enquiry directly to us using an online enquiry form. You'll receive a personal response sent to the email address you provide from one of Pearson's administrative or teaching experts.

Ongoing support for the qualification is also available from your Pearson Regional Quality Manager or Regional Development Manager. For details of other ways to contact Pearson, see the Further Information section of this document.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson vocational qualifications need to apply for and be granted centre recognition as part of the process for approval to offer the qualification. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given automatic approval for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Guidance on seeking approval to deliver Pearson vocational qualifications is available at www.pearsonwbl.edexcel.com/qualifications-approval.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required?

This qualification is designed to support learners working in the children's care, learning and development sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Assessment requirements/ strategy*, including access to an appropriate setting where required. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title: Understand Child and Young Person Development		This is the formal title of the unit which will appear on the learner's certificate.		
Unit code: CYP Core 3.1		This is the SSC's reference number for the specified unit.		
Unit reference number: F/502/5807		This is the unit owner's reference number for the specified unit.		
Level: 3		All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.		
Credit value: 4		All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.		
Guided learning hours: 30		Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.		
Unit summary: This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.		This provides a summary of the purpose of the unit.		
Unit content:		Content covered by the assessment criteria of the unit. Content has been provided for mandatory units and selected optional units.		
Assessment requirements/evidence requirements:		The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.		
Learning outcomes: 1 Understand how communication techniques can be used to help the customer choose products	Assessment criteria: 1.1 Explain how communication techniques can be used to match product features and benefits to complex customer needs 1.2 Explain how communication techniques can be used to narrow the choice of products to those best suited to the customers needs	Evidence type: O observation Q&A questions and answers P learner products RA reflective accounts/personal statements S simulation PD professional discussion A assignment, project/case studies WT witness testimony EPW expert witness evidence RPL Recognition of Prior Learning	Portfolio reference: The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	Date: The learner should give the date when the evidence has been provided.
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

Units

Unit 1: Contribute to the Support of Child and Young Person Development

Unit code: CCLDMU 2.2

Unit reference number: Y/601/3236

Level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

The aim of this unit is for the learner to apply their knowledge and understanding in order to support child and young person development. The unit also includes support to children and young people experiencing transitions and positive behaviour support.

Assessment requirements/evidence requirements

This unit must be assessed in line with the Skills for Care and Development's Assessment Principles.

Learning outcomes 1, 2 and 4 must be assessed in a real work environment.

For assessment of practice, the terms 'children' or 'young people' may be interpreted as one child or young person or more than one.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Be able to contribute to assessments of the development needs of children and young people**

Observing and recording development: areas of development (physical, intellectual, emotional, social)

Methods of observation: importance of selecting appropriate method; methods eg running records, diary, anecdotal, time sampling, event recording, narrative

Supporting assessments: procedures and frameworks within own setting; confidentiality; need for objectivity, recognising bias; concept of children at the centre of assessment; procedures for sharing information including parents, children, professionals

Meeting development needs: needs in relation to special educational needs; disability; interests; preferred learning styles; interests and self-concept; family background eg culture and religion, language; meeting needs through play and learning opportunities; flexibility in planning; targeted support; inter-agency working

2 **Be able to support the development of children and young people**

Activities to support holistic development: activities to support development of gross motor skills and fine motor skills; activities to support development of cognitive skills and communication; activities to support social development and emotional development; play and learning activities; leisure activities; activities which promote self-esteem

Recording participation of children and young people: level of interest and motivation; interaction with materials and resources; level of communication and interaction with others

Own contribution to the evaluation of activities: formal and informal records; evaluation in relation to expected outcomes of activity; evaluation in relation to children's individual targets; ensuring objectivity; following procedures for sharing information

3 **Know how to support children and young people experiencing transitions**

Transitions: common transitions eg transferring to a new class, transfer to primary school, transfer to secondary education, changes in routine; transitions relating to natural growth; personal or particular transitions eg death of parent or close relative, change in health or ability, moving house, family break-up, birth of sibling, entering or leaving residential care, change of carer

Supporting transitions: preparing children for transition; providing support during transition; developing effective relationships; listening to concerns; recognising signs; providing information; ways to refer

4 Be able to support children and young people’s positive behaviour

The role of the setting in encouraging positive behaviour: developing effective relationships; valuing children; inclusive practice; clear boundaries; behaviour policies; high expectations; understanding antecedents to poor behaviour

Encouraging children to engage in positive behaviour: teaching strategies to resolve conflicts; giving children choice; involving children in policy development; use of positive feedback and rewards; agreeing targets for learning and behaviour; giving responsibility; use of concept of restorative justice eg explanation of impact of negative behaviour on self and others, offering chance to apologise and make amends for unacceptable behaviour, rebuilding of self-esteem

Own role to support positive behaviour: reflecting on own skills to implement policy and procedures; drawing on examples of promoting positive behaviour; developing own skills to resolve conflict

5 Be able to use reflective practice to improve own contribution to child and young person development

Own effectiveness in contributing to assessment: working in teams; application of appropriate assessment method; skills in report writing; record and report observations; support outcomes of observations and assessments eg by providing feedback to child or young person and other appropriate persons about progress made and challenges encountered, understanding own roles and responsibilities for contributing to and or/maintaining record keeping systems

Own effectiveness to support child or young person’s development: drawing on own knowledge of stages of development when planning; examples of ways children or young people are supported to meet outcomes; own ability to build effective relationships with children and young people

Changes to own practice: examples of changes in response to reflective practice and or feedback from others eg interpersonal skills, interactions with children and young people, methods of communication, body language

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to contribute to assessments of the development needs of children and young people	1.1 observe and record aspects of the development of a child or young person 1.2 identify different observation methods and know why they are used 1.3 support assessments of the development needs of a child or young person 1.4 suggest ways the identified development needs of a child or young person can be met in the work setting			
2 Be able to support the development of children and young people	2.1 carry out activities with a child or young person to support their holistic development 2.2 record observations of the child or young person's participation in the activities 2.3 contribute to the evaluation of the activities meeting the child or young person's identified development needs			
3 Know how to support children and young people experiencing transitions	3.1 describe the different transitions children and young people may experience. 3.2 explain how to give adult support for each of these transitions			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to support children and young people's positive behaviour	4.1 explain how a work setting can encourage children and young people's positive behaviour 4.2 demonstrate how children and young people are encouraged to engage in positive behaviour 4.3 reflect on own role in promoting positive behaviour in children or young people			
5 Be able to use reflective practice to improve own contribution to child and young person development	5.1 review effectiveness of own contribution to the assessment of the developmental needs of a child or young person 5.2 review effectiveness of own role in supporting the child or young person's development 5.3 identify changes that can be made to own practice in supporting child and young person development			

Learner name: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Understand How to Safeguard the Welfare of Children and Young People

Unit code: J/601/4527

Unit reference number: CCLD MU 2.3

Level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

This unit provides the knowledge and understanding required for safeguarding the welfare of children and young people

Assessment requirements/evidence requirements

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

Unit content

1 **Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety**

Current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety: Legislation applicable to the home nation eg Children Act 1989, The Children (Northern Ireland) Order 1995, The Education Act 2002; Children Act 2004; Guidelines eg Cooperating to safeguard Children (NI) 2003, Safeguarding Children: working together under the Children Act 2004 (Welsh Assembly Government 2006), All Wales Child Protection Procedures 2008, Working Together to Safeguard Children (2010), What to do if you're worried a child is being abused (2006), Safeguarding Children and Safer Recruitment in Education (2007), Safeguarding Disabled Children (2009)); Safeguarding Vulnerable Group Act 2006, Tanya Byron review; policies and procedures of setting eg safeguarding and protecting, reporting and recording, e-safety, bullying and cyber-bullying

The roles of different agencies for safeguarding children and young people in the context of own setting: children's social services; police child protection units; health professionals eg general practitioners, doctors in emergency departments, health visitors; Organisations in home country with responsibility for safeguarding eg Local Safeguarding Children Board s(LSCB), Safeguarding Board for Northern Ireland (SBNI); The National Society for the Prevention of Cruelty to Children (NSPCC); role of UK Council for Child internet Safety (UKCCIS); designated safeguarding officer within setting

2 **Understand how to safeguard children, young people and practitioners in a work setting**

How practitioners can take steps to protect themselves from allegations and complaints within everyday practice: developing appropriate professional relationships; following guidelines, policies and procedures of setting; following rules about touching children, not being left alone with an individual child or young person; being sensitive to the culture and religion of individual children; undertaking training if there is a likelihood that physical restraint is required with children in own setting; undertaking training to carry out personal care; observing sensitivity and dignity when attending to a child's personal needs; being alert to and recording and reporting issues or concerns immediately; the right to protection of those subject to unproven allegations

Ways in which concerns about poor practice can be reported: understanding the principles of good practice; concept of institutional abuse; follow whistle-blowing procedures; report to line manager, or person with safeguarding responsibility, head teacher: role of inspectorate for home country eg Department of Education (Northern Ireland), Estyn (Wales), Care and Social Services Inspectorate Wales (CSSIW); right to protection for those making the allegations (ie whistle-blowers)

Ways to access sources of support where concerns are not addressed: understanding how to share information about concerns; own line-manager; reporting directly to services eg children's social services, National Society for the Prevention of Cruelty to Children (NSPCC)

3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

The characteristics of different types of child abuse: categories of abuse (physical, sexual, emotional, neglect); bullying; cyber-bullying; signs and symptoms; physical signs eg unexplained injuries and those in unusual places; behavioural signs of abuse eg withdrawal, poor concentration, attention seeking behaviour; signs of self harm eg cuts and slashes on arms/wrists

Actions to take in response to evidence (including allegations) that a child has been abused, harmed or bullied or is at risk of being abused, harmed or bullied: own role and responsibility to report concerns; how to follow procedures of setting or organisation for reporting and recording suspected abuse, harm or bullying; recording and reporting concerns to designated person within own setting; procedure for disclosure including requirement to take child or young person's allegations seriously; not promising to keep information secret

Principles and boundaries of confidentiality: 8 principles of the Data Protection Act 1998; knowing the circumstances when information may be passed on; concept of 'need to know'; personal information about child or young person eg age, health details, special educational needs; procedures of the setting or organisations for sharing information about concerns; enabling early identification and action to be taken

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety 1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people in the context of own work setting			
2 Understand how to safeguard children, young people and practitioners in a work setting	2.1 Describe how practitioners can take steps to protect themselves from allegations and complaints within their everyday practice in a work setting 2.2 re Identify ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected 2.3 Identify where to access sources of support where concerns have not been addressed			
3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied	3.1 Identify the characteristics of different types of child abuse 3.2 Describe actions to take in response to evidence (including allegations) or concerns that a child or young person has been abused, harmed (including self harm), or bullied, or maybe at risk of harm, abuse or bullying 3.3 Describe the principles and boundaries of confidentiality and when to share information			

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(if sampled)

Unit 3: Contribute to Children and Young People's Health and Safety

Unit code:	MU2.4
Unit reference number:	J/601/3491
Level:	2
Credit value:	3
Guided learning hours:	26

Unit summary

To provide learners with the knowledge and skills to contribute to supporting children and young people's health and safety.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Care and Development Assessment Strategy.

Learning outcome 6 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Know the health and safety policies and procedures of the work setting

Policies and procedures: importance of following policy and procedures of setting eg adhering to correct adult to child ratios, use of safety equipment, identifying and reporting specific risks to individual children or young people eg those with sensory impairment, training for staff and other adults in the setting, delivering safety education to children and young people as appropriate, routine health and safety assessment and/or checklist for both indoors and outdoors, visits/outings, recording accidents and incidents, requirement to review policies and procedures

Lines of responsibility: staff structure; own supervisor or manager; head of setting

Risk assessment: the importance and role of risk assessment in policy and procedures; principles of risk assessment including identification of hazards, evaluating risks, identifying who might be harmed, taking steps to minimise risks, reviewing procedures

2 Be able to recognise risks and hazards in the work setting and during off-site visits

Balancing a safe and challenging environment: importance of challenge; age-appropriate activities; concept of minimising risk and that it may not always be possible to eliminate all risk; importance of supporting children to recognise hazards

Hazard: definition; something with the potential to cause harm

Risk: definition; the likelihood that someone will be harmed by the hazard

Potential hazards to health, safety and security: poor hygiene standards; poor food hygiene; environmental eg ventilation, temperature, noise; poorly maintained equipment and toys; cluttered floors; poorly maintained surfaces; doors and windows; heights eg stairs, climbing frames; hazardous substances, electrical equipment; inadequate supervision; poorly maintained outdoor spaces; water eg ponds, trays; access points of the setting

Contributing to health and safety risk assessment in the setting and off-site: preparing and maintaining the environment; risk assessment as part of planning process; using observation; seeking advice; identifying hazards; identifying equipment and toys or equipment which have met safety standards eg BSI kite mark, lion mark; checking and maintaining indoor and outdoor environment; importance of reporting concerns; risk assessment for off-site visits eg prior knowledge of the venue, awareness of potential safety issues when taking children or young people out of their usual setting, identifying potential hazards and who might be affected by them, safety measures required to reduce risk to an acceptable level

3 Know what to do in the event of a non-medical incident or emergency

Non-medical incidents and emergencies: fire; gas leaks; chemical spills; bomb threats; intruders; missing children

Actions in response to fire: how to raise alarm; procedures for evacuation; assembly point; head count or register

Actions in response to security incidents: reporting non-authorised persons immediately; securing area; recording incident; not putting self or others at risk; keeping record of incident; keeping calm

Actions in response to emergency incidents: summoning help; giving clear instructions; evacuation procedures; reporting; recording; action to take in regard to missing children including immediate action, checking register, checking area, informing parents, informing police

4 Know what to do in the event of a child or young person becoming ill or injured

Signs and symptoms that a child may be injured or unwell: signs of injury eg fractures, bleeding, bruising; signs of illness eg rash, fever, diarrhoea, sickness; signs of common illnesses eg chicken pox, rubella, mumps

Circumstances when urgent medical care is needed: loss of consciousness; anaphylactic shock; breathing difficulties; severe bleeding; burns or scalds; suspected fractures; suspected poisoning; head injuries; choking; high temperature; asthma attack which does not respond to treatments; sickle cell crisis; convulsions

Own role and responsibilities: follow procedures for the setting; undertaking training; recording and reporting; how to summon help; reassuring children; knowing children who may be of particular risk and what to do eg those who are diabetic or asthmatic

5 Be able to follow the work setting procedures for reporting and recording accidents, incidents, emergencies and illnesses

Reporting procedures: roles and responsibilities; procedures for reporting to line manager or supervisor; reporting to parents

Documentation: legal requirements; recording accidents and near misses; recording ill-health; reporting concerns; documentation for reporting to parents

6 Be able to follow infection control procedures

Procedures for infection control: procedures required in own setting eg demonstration of personal hygiene, food hygiene including storage and handling, requirement to cover cuts or lesions, importance of regular cleaning of toilets, sinks, bins, cleaning of table tops, toys and equipment

Protective clothing to prevent the spread of infection: using gloves and disposable aprons when dealing with wounds or bodily fluids, using gloves, hair covering and aprons when preparing foods

Hand-washing: procedures for effective hand washing and drying; when to wash hands

Safe disposal of waste: importance of following policy and procedures; disposal of waste foods; bodily fluids; keeping containers covered; using gloves; handling of soiled clothing or linen

7 Know the work setting's procedures for receiving, storing and administering medicines

Procedures for the administration of medicines: prescription and non-prescription medicines; roles and responsibilities; when children may carry own medicines; requirement for written parental consent; correct procedures for returning medicines

Administering of medicines: checking name, dosage, instructions and expiry date; keeping a record of when medicine is administered

Procedures which protect: children receive correct dosage; minimises the risk of incorrect medication being given; minimises absences from school; children are able to manage own long-term illnesses; reduces risk of litigation against adults

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the health and safety policies and procedures of the work setting	1.1 outline the health and safety policies and procedures of the work setting 1.2 identify the lines of responsibility and reporting for health and safety in the work setting 1.3 explain what risk assessment is and how this is managed in the work setting			
2 Be able to recognise risks and hazards in the work setting and during off site visits	2.1 explain why a safe but challenging environment is important for children and young people 2.2 identify the differences between risk and hazard 2.3 identify potential hazards to the health, safety and security of children or young people in the work setting 2.4 contribute to health and safety risk assessment in areas of the work setting and for off site visits			
3 Know what to do in the event of a non medical incident or emergency	3.1 identify non medical incidents and emergencies that may occur in the work setting 3.2 outline the actions to take in response to the following situations: a) fires b) security incidents c) emergency incidents			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know what to do in the event of a child or young person becoming ill or injured	4.1 identify the signs and symptoms which may indicate that a child or young person is injured or unwell 4.2 identify circumstances when children or young people may need urgent medical attention 4.3 outline own role and responsibilities in the event of a child or young person requiring urgent medical attention			
5 Be able to follow the work setting procedures for reporting and recording accidents, incidents, emergencies and illnesses	5.1 describe the reporting procedures for accidents, incidents, emergencies and illnesses 5.2 complete workplace documentation for recording accidents, incidents, emergencies and illnesses			
6 Be able to follow infection control procedures	6.1 outline procedures for infection control in own work setting 6.2 describe personal protective clothing that is used to prevent spread of infection 6.3 demonstrate use of personal protective clothing to avoid spread of infection 6.4 demonstrate how to wash and dry hands to avoid the spread of infection 6.5 demonstrate safe disposal of waste to avoid the spread of infection			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Know the work setting's procedures for receiving, storing and administering medicines	7.1 identify the procedures of the work setting governing the receipt, storage and administration of medicines 7.2 explain how the procedures of the work setting protect both children and young people and practitioners			

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Unit 4: Contribute to the Support of Positive Environments for Children and Young People

Unit code:	MU2.8
Unit reference number:	H/601/3496
Level:	2
Credit value:	3
Guided learning hours:	27

Unit summary

The purpose of this unit is to develop the learners understanding of why a positive environment is important to the individual needs of children and young people and the skills required to support this.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development's Assessment Strategy.

Learning outcomes 2 and 3 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Know the regulatory requirements for a positive environment for children and young people

A positive environment: different environments eg home, classroom, indoor environment and outdoor environment, play areas and educational visits; effect of physical environments on how children feel; use of physical space; accessibility; visual displays; sensory-rich environments; valuing language and cultural diversity and respecting difference; anti-discriminatory and anti-bias practice; inclusion; provision of materials and equipment to promote play, learning and development; adaptation of the environment to meet the individual needs of children and young people; promoting a sense of self-worth in children and young people; recognising and valuing the role of parents and carers

Regulatory requirements that underpin a positive environment for children and young people: legislation current and appropriate to home country; relevant sections from legislation eg relating to health and safety, anti-discriminatory and anti-bias practice, disability; relevant codes of practice, policies and procedures in the workplace for learner's home country, eg Every Child Matters (Wales and Northern Ireland) Flying Start, Early Years Foundation Phase, Children and Young People – Rights to Action, Extending Entitlement

2 Be able to support a positive environment that meets the individual needs of children and young people

Meeting and greeting children and young people in a way that welcomes them into the work setting: communication skills eg smiling, making eye contact, showing interest; valuing and recognising each individual; showing sensitivity; acknowledging role of parents and carers; building relationships; reflecting cultural diversity in visual displays

Providing opportunities for children and young people to engage in activities of choice: providing a variety of activities to meet individual needs; appropriate observation and planning; accessibility to materials and equipment; communication skills eg listening, questioning; providing children and young people with opportunities to make choices, select equipment and resources, initiate play; time; free play

Activities and resources that meet the individual needs of children and young people: observation and planning; awareness of children and young people's ages and stages of development; areas of development eg physical, social and emotional, intellectual, language and communication, cultural, religious, personal choice; working with parents; assessing needs; building relationships; adaptation of activities and resources; providing support

Supporting the engagement of children or young people in activities that promote use of their senses: use of eg smell, taste, touch, hearing, sight; resources and materials; appropriate activities for age and stage of development of children or young people; sensory development eg use of natural materials, treasure baskets; role of the adult in the setting

Giving praise and encouragement to children or young people for individual achievements; verbal; non-verbal; sharing time; positive feedback; display; showing interest; new skills; realistic expectations; highlighting positive aspects

3 Be able to support the personal care needs of children and young people within a positive environment

Effective care for children and young people's skin, hair and teeth: personal hygiene needs and routines; cultural diversity; parental wishes; choice of products; washing skin; bathing and showering; skincare in the sun; allergies or skin conditions; health and safety; care of hair; head lice; oral hygiene and teeth brushing; prevention of tooth decay through healthy eating; prevention of spread of infection

Personal care routines that meet the individual needs of children or young people and promote their independence: basic care needs eg toileting, care of skin, care of teeth; opportunity for rest, quiet and sleep; relevant care routines for ages and stages of development; identifying individual care needs; ways of promoting independence and self-care; rights to privacy

A positive environment and routine meets the emotional needs of children and their families: promotion of self-confidence, self-image and a sense of self-worth; links to happiness, security and success; impact on behaviour and achievement; development of independence; importance of meeting basic care needs; relationships and friendships; valuing individuals

Balancing periods of physical activity with rest and quiet time in order to promote physical and mental wellbeing: benefits of physical activity and benefits of rest and quiet time eg enjoyment, opportunity for body to recover and recuperate, relaxation, improved concentration, mood and memory; requirements of Every Child Matters outcomes (Wales and Northern Ireland); physical capability of child or young person eg development of lung and heart capacity

4 Understand how to support the nutritional and dietary needs of children and young people

Fulfilling the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance: principles of nutrition; food groups, nutrients provided and usage in the body; current government guidance and initiatives for home country eg NHS 5 A Day campaign, Change 4 Life campaign

Different dietary requirements of children and young people: changing dietary needs through life; dietary requirements at different ages and stages of development; daily portion intake; religious and cultural requirements; vegetarian and vegan diets

Basic food safety when providing food and drink to children and young people: food hygiene; causes of food poisoning; legal requirements; safe storage, preparation and cooking of food; prevention of accidents; policies and procedures of the setting relating to food and drink

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the regulatory requirements for a positive environment for children and young people	1.1 describe what is meant by a positive environment 1.2 identify regulatory requirements that underpin a positive environment for children and young people			
2 Be able to support a positive environment that meets the individual needs of children and young people	2.1 meet and greet children and young people in a way that welcomes them into the work setting 2.2 provide opportunities for children and young people to engage in activities of choice 2.3 provide activities and resources to meet the individual needs of children and young people 2.4 support the engagement of children or young people in activities that promote use of their senses 2.5 demonstrate how to give praise and encouragement to children or young people for individual achievements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support the personal care needs of children and young people within a positive environment	3.1 explain how to effectively care for children and young people's skin, hair and teeth 3.2 demonstrate how to support personal care routines that meet the individual needs of children or young people and promote their independence 3.3 explain how a positive environment and routine meet the emotional needs of children and their families 3.4 describe the importance for physical and mental well being of balancing periods of physical activity with rest and quiet time			
4 Understand how to support the nutritional and dietary needs of children and young people	4.1 define the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance 4.2 explain how to establish the different dietary requirements of children and young people 4.3 describe basic food safety when providing food and drink to children and young people			

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Unit 5: Understand Partnership Working in Services for Children and Young People

Unit code:	MU2.9
Unit reference number:	M/601/3498
Level:	2
Credit value:	2
Guided learning hours:	18

Unit summary

This unit provides knowledge and understanding of the importance of partnership working and effective communication.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development's Assessment Principles.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Understand partnership working within the context of services for children and young people**

Benefits for children and young people when adults work in partnership with others: working in partnerships eg with parents, carers, guardians, professionals, multi-disciplinary teams, colleagues; promoting inclusive practice; sharing common goals; identifying and meeting individual needs of children and young people; providing support for children and families; improving outcomes eg for the Foundation Phase; Extending Entitlement, Children and Young People's partnership – Rights to Action

Relevant partners in own work setting: reflect on own work setting and identify partners; internal partners eg parents, carers, colleagues; external partners eg professionals from health, education and social care, advisers, voluntary organisations, educational psychologists, Children's Centres

Characteristics of effective partnership working: developing positive working relationships with colleagues and other adults; understanding how own role and responsibilities relate to other colleagues and partners; recognising different organisational roles; identifying key features of effective communication and the lines and methods of communication; using appropriate interpersonal and collaborative skills; keeping colleagues informed; identifying organisation's expectations and procedures for good working relationships; promoting effective teamwork; respecting confidentiality in the exchange of information; promptly addressing any problems or communication difficulties; showing respect for colleagues eg respecting the skills and expertise of other practitioners; valuing diversity and recognising the rights of others to have differing opinions or ideas; sharing professional knowledge and expertise; developing common goals; role of the lead professional in taking responsibility for integrated working

Barriers to partnership working: characteristics of ineffective communication between partners; causes of breakdown in relationships eg individual personalities, financial and time constraints, different terms and conditions of employment, different roles and priorities, different organisational policies and procedures, challenges of teamwork, different professional language and ways of working; role of effective leadership

2 **Understand the importance of effective communication and information sharing in services for children and young people**

Requirement for clear and effective communication between partners: effective communication eg verbal and non-verbal, questioning and listening skills, body language, facial expression, gestures; effective sharing of information eg clarifying meaning and avoiding misunderstanding, sharing of good practice, professional knowledge and expertise, encouraging contributions from others; early intervention; early identification and assessment of needs; quick referral to appropriate service; coordination of services; meeting the individual needs of children and young people; promoting efficiency and continuity of services; monitoring progress; building relationships with colleagues and other adults

Policies and procedures in the work setting for information sharing: organisation's policies and procedures for information sharing eg confidentiality policy; own role and responsibility in information sharing; confidentiality; legal duties as required by relevant legislation and guidance eg Safeguarding Children: Working together Under the Children Act 2004, Safeguarding

Vulnerable Groups Act 2006, Data Protection Act 1998 and all subsequent amendments, Foundation Phase

Potential conflicts in relation to sharing information with partners and maintaining confidentiality: typical situations that may cause conflict eg difference of opinions, parental wishes, isolation of worker, difficult relationships with partners, balancing the duty of care and individual rights and responsibilities, inaccurate information sharing, impact of different professional working practices; protection of confidential information; safeguarding procedures

Recording information in accordance with legal requirements: importance of recording information clearly, accurately, legibly and concisely; reasons for keeping records eg accident and incident reports; need to record facts; sharing information with colleagues, parents and carers; accessibility; legal requirements eg Children Act 2004 (England and Wales), Working Together Under the Children Act 2004, The Foundation Phase, Flying Start, CSSIW, Estyn

Recording and secure storage of communications and records in accordance with data protection requirements: Data protection requirements eg Data Protection Act 1998, Privacy and Electronic Communications Regulations; organisational systems and procedures; roles and responsibilities for contributing to and maintaining record keeping systems; policy for storing records; security and confidentiality, protection of identity, if appropriate; accessibility to information eg limited access to computer storage systems

Referrals to different agencies: reasons for referral to different agencies eg safeguarding children and young people; early intervention and the role of Early Intervention Teams; need for support; policies and procedures for referrals between organisations; role of the lead professional in coordinating services; if used the Common Assessment Framework (CAF) to provide support

3 Understand the importance of partnerships with carers

Reasons for partnerships with carers: benefits of working together eg provide best outcomes for children, building relationships, sharing information, ideas, thoughts, building knowledge of child or young person's development, learning opportunity for practitioners and carers, inclusion, effectively managing medical condition or disability

Developing and sustaining partnership with carers in own work setting: practice of own organisation; carers working alongside practitioners; open-door policy; welcoming carers; communication between carer and setting; facilitating involvement of carers eg open mornings, drop-in sessions, meetings, shared activities; sharing planning and empowering carers to contribute eg sharing of observations and assessments, ongoing discussions and shared decision-making

Difficulties in developing and sustaining partnerships with carers: eg time and accessibility issues, language and literacy needs, cultural differences, low self-confidence or self-esteem, carers' previous experiences with education, communication skills of professionals, disability

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand partnership working within the context of services for children and young people</p>	<p>1.1 explain why working in partnership with others is important for children and young people</p> <p>1.2 identify who relevant partners would be in own work setting</p> <p>1.3 define the characteristics of effective partnership working</p> <p>1.4 identify barriers to partnership working</p>			
<p>2 Understand the importance of effective communication and information sharing in services for children and young people</p>	<p>2.1 describe why clear and effective communication between partners is required</p> <p>2.2 identify policies and procedures in the work setting for information sharing</p> <p>2.3 explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining confidentiality</p> <p>2.4 describe why it is important to record information clearly, accurately, legibly and concisely meeting legal requirements</p> <p>2.5 identify how communications and records are recorded and securely stored meeting data protection requirements</p> <p>2.6 explain why and how referrals are made to different agencies</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the importance of partnerships with carers	3.1 identify the reasons for partnerships with carers 3.2 describe how partnerships with carers are developed and sustained in own work setting 3.3 describe circumstances where partnerships with carers may be difficult to develop and sustain			

Learner name: _____

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(if sampled)

Unit 6: Contribute to the Support of Children and Young People's Development through Play

Unit code: J/601/4530

Unit reference number: CCLD MU 2.10

Level: 2

Credit value: 3

Guided learning hours: 23

Unit summary

The aim of this unit is for the learner to apply their knowledge and understanding in order to contribute to the support of child and young people's development through play. The unit also includes support to children and young people experiencing transitions and positive behaviour support.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Unit content

1 **Understand the importance of play for children and young people's development and wellbeing**

How play supports children and young people's development and well being: Physical development eg gross and fine manipulative skills, stamina; intellectual development eg curiosity, decision-making, problem-solving; development of communication skills eg listening, responding, extending vocabulary; emotional development eg managing own feelings, self-esteem; independence; social development eg making friends, negotiating, taking turns, showing fairness and consideration for others

The difference between adult directed play and child initiated play: Moyles play cycle; adult directed eg structured; outcomes planned by an adult; child initiated play eg Bruce's features of free-flow play; children discovering things for themselves, self directed play; knowing when adults need to intervene;

How the UN Convention on the Rights of the Child promotes the importance of play: aspects of children's rights and freedoms; children's right to relax, play and join in a wide range of cultural and artistic activities

2 **Be able to support children and young people's learning and play through risk and challenge**

The value of risk and challenge in children and young people's learning and play: concept of minimising risk and that it may not be always possible to eliminate all hazards; learning to negotiate natural hazards as well as those around the home; developing skills in using tools and equipment safely; developing control and coordination of body; value of intellectual risk and challenge eg willingness to try out new ideas, test theories, develop problem-solving skills, being resourceful, inventive and creative

'Unacceptable risk and challenge' in children and young people's play and learning: taking risks that are potentially dangerous to themselves or others, putting others at risk, risk of damage to property; not following policy and procedure; awareness of particular risks eg using equipment, tools, electrical equipment; hot surfaces; importance of ensuring toys, furniture and equipment meet safety standards

Why it is important for children and young people to be able to manage risk and challenge for themselves: importance of supporting children to recognise hazards and to take action to reduce risk to self; encouraging development of accountability, independence and self reliance; developing coping, reasoning and thinking skills eg supporting children to make judgements about their own capabilities, make own reasoned decisions; enabling children to see or experience consequences for themselves

How to encourage children or young people to manage risk and challenge to support their learning and play: discussing the risks associated with activities; involving children in risk assessments; encouraging children to make own decisions appropriate to age and stage of development; encouraging children and young people to think about the consequences of taking certain risks; offering guidance without being intrusive; recognising and praising initiative

How to balance risk and challenge against requirements for health and safety: following health and safety legislation of home country; following policies and procedures of setting; reporting concerns; carrying out risk assessment of activities; understanding that some children may be more at risk eg those with a disability or learning difficulty; set clear and appropriate ground rules for play; ensuring age-appropriate activities and equipment

3 Be able to contribute to an inclusive and stimulating environment for children and young people's play

Provide flexibility, variety and choice of resources to support inclusive play: resources to support different types of play eg creative, physical, role-play, fantasy play, manipulative play, games with rules; selecting appropriate resources for identified needs eg natural materials, story props, sensory materials, construction apparatus, modelling materials, imaginative play, creative materials, games, ICT equipment, apparatus for gross motor development; ensuring time and opportunities for play; ensuring all children have suitable access for play eg space, layout, adaptation of space and equipment to meet specific needs

Support children or young people to explore and investigate during play activities: encouraging children and young people to explore and choose play opportunities for themselves; providing a wide range of resources to promote curiosity and use of imagination; importance of frequently changing play activities and resources; providing outdoor and indoor play opportunities; asking children open-ended questions; giving children ideas when they experience difficulty in finding things to explore and investigate

4 Be able to reflect on supporting children and young people's learning and play

The value of reflecting on own practice in supporting children and young people learning and play: importance of improving outcomes for children and young people; developing own knowledge and skills

How to reflect on practice that supports children and young people's learning and play: methods and tools for reflection on own practice eg questionnaires and surveys, consider what works well, what could be done better, effective ways to obtain the views of colleagues, children and young people; evaluating activities and events; identifying training needs; SWOT analysis of own practice to support the identification of strengths and challenges; action planning to tackle challenges and to support continued professional development

How own practice has been adapted following reflection: consider how reflection on own practice has had a positive impact on own practice eg what has been done differently following reflection

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of play for children and young people's development and well being	1.1	Describe how play supports children and young people's development and well being			
		1.2	Explain the difference between adult directed play and child initiated play			
		1.3	Describe how the UN Convention on the Rights of the Child promotes the importance of play			
2	Be able to support children and young people's learning and play through risk and challenge	2.1	Outline the value of risk and challenge in children and young people's learning and play			
		2.2	Describe what is meant by 'unacceptable risk and challenge' in children and young people's play and learning			
		2.3	Describe why it is important for children and young people to be able to manage risk and challenge for themselves			
		2.4	Demonstrate how to encourage children or young people to manage risk and challenge to support their learning and play			
		2.5	Demonstrate in direct work with children or young people how to balance risk and challenge against requirements for health and safety			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to contribute to an inclusive and stimulating environment for children and young people's play	3.1 Provide flexibility, variety and choice of resources to support inclusive play 3.2 Support children or young people to explore and investigate during play activities			
4 Be able to reflect on supporting children and young people's learning and play	4.1 Outline the value of reflecting on own practice in supporting children and young people learning and play 4.2 Demonstrate how to reflect on practice that supports children and young people's learning and play 4.3 Demonstrate how own practice has been adapted following reflection			

Learner name: _____

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Learner signature: _____

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(if sampled)

Unit 7: Introduction to Communication in Health, Social Care or Children's and Young People's Settings

Unit code:	SHC 21
Unit reference number:	F/601/5465
Level:	2
Credit value:	3
Guided learning hours:	23

Unit summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand why communication is important in the work setting

Reasons why people communicate: express needs; share ideas and information; to reassure; express feelings; build relationships; socialise; ask questions, share experiences

The impact of communication on own work: communication with others eg colleagues, people who use services, children; supports the development of effective relationships, helps to build trust; aids understanding of individuals' needs; prevents misunderstandings; supports the development of own knowledge and skills

The importance of observing others' reactions: verbal communication eg tone, pitch, silence; non-verbal communication eg body language, facial expressions, eye contact, gestures, touch; to understand emotional state; know if information has been understood; when and how to adjust communication method; recognising barriers to communication

2 Be able to meet the communication and language needs, wishes and preferences of individuals

Communication and language needs of individuals: home language; preferred method; sensory difficulties; preferences based on eg beliefs, values, cultural variations, age, gender; additional learning needs; physical disabilities

Communication methods: verbal: non-verbal; written; British Sign Language; Makaton; Braille; finger spelling; pictures and symbols; technological aids eg minicom, telephone relay systems; human aids eg interpreters, translators

Knowing when and how to seek advice: awareness of barriers; understanding own strengths and weaknesses relating to communication skills; support from colleagues; manager or supervisor; SENCO; specialists eg speech and language therapists, sign language specialists, occupational therapists, translator

3 Be able to reduce barriers to communication

Barriers to communication: background and culture of individual; sensory impairment; dialect; use of jargon or language not appropriate to age/stage of development; environmental factors eg, noise, poor lighting; attitudes; effects of alcohol or drugs; aggression; mental health problems; learning disabilities; health conditions; lack of confidence

Ways to reduce barriers: use of technological aids; human aids eg interpreters, signers, translators; using clear speech and appropriate vocabulary; staff training; improving environment; reducing distractions

Checking understanding: eg ask questions to check understanding and clarify, repeat and rephrase when necessary, allow adequate time for response, awareness of body language and non-verbal communications of respondent, visual clues and other signs that information has been understood

Sources of information and support: interpreting service; speech and language services; advocacy services; third sector organisations eg Stroke Association, Royal National Institute for Deaf People (RNID), translating service

4 Be able to apply principles and practices relating to confidentiality at work

Confidentiality: where one person receives personal or sensitive information from another person, this information should not be passed on to anyone else without the consent of the person from whom the personal or sensitive information was received; meaning of confidentiality as contained in principles of current legislation eg the Data Protection Act 1998

Confidentiality in day-to-day communication: confidentiality in different interpersonal situations eg adult receives personal or sensitive information about child or young person, adult receives personal or sensitive information about another adult or colleague, child or young person receives personal or sensitive information about other child or young person, child or young person receives personal or sensitive information about an adult; following policies and procedures in own workplace setting eg policies for sharing information, situations where unconditional confidentiality cannot be maintained, support and guidance regarding confidential information, role of manager or supervisor, referral, training; types of information eg paper-based, electronic, verbal, hearsay; confidentiality relating to the collection, recording and storage of different types of information

When confidential information might need to be passed on: need to share information when individuals are at risk of harm or when abuse is suspected; whistle-blowing; concept of 'need to know'

How and when to seek advice regarding confidentiality: referring to line manager or supervisor; seeking consent; importance of following procedures

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand why communication is important in the work setting	1.1 identify different reasons why people communicate 1.2 explain how effective communication affects all aspects of own work 1.3 explain why it is important to observe an individual's reactions when communicating with them			
2 Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 find out an individual's communication and language needs, wishes and preferences 2.2 demonstrate communication methods that meet an individual's communication needs, wishes and preferences 2.3 show how and when to seek advice about communication			
3 Be able to reduce barriers to communication	3.1 identify barriers to communication 3.2 demonstrate how to reduce barriers to communication in different ways 3.3 demonstrate ways to check that communication has been understood 3.4 identify sources of information and support or services to enable more effective communication			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to apply principles and practices relating to confidentiality at work	4.1 explain the term 'confidentiality' 4.2 demonstrate confidentiality in day-to-day communication, in line with agreed ways of working 4.3 describe situations where information normally considered to be confidential might need to be passed on 4.4 explain how and when to seek advice about confidentiality			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 8: Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

Unit code:	SHC 23
Unit reference number:	R/601/5471
Level:	2
Credit value:	2
Guided learning hours:	20

Unit summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcome 2 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand the importance of equality and inclusion

Diversity: differences between individuals and groups eg culture, nationality, ability, ethnic origin, gender, age, religion, beliefs, sexual orientation, social class, language preference

Equality: individual rights; giving choices; respect; services in response to individual need

Inclusion: placing individuals at the centre of planning and support; valuing diversity

Discrimination: direct discrimination; indirect discrimination; treating some individuals less favourably than others; effects of discrimination

Deliberate and inadvertent discrimination: institutional discrimination; discrimination by individuals; the effects of lack of knowledge and understanding; prejudice; labelling; lack of opportunity; stereotyping; harassment; bullying; use of inappropriate language

Work settings: health settings; care settings; childcare setting

Support for equality and inclusion: policies and procedures in workplace setting; challenging discrimination; promoting rights; empowering; removing barriers eg physical access, communication; improving participation; promoting dignity; placing individuals at the centre of planning and delivery of services

2 Be able to work in an inclusive way

Legislation and codes of practice: Codes of practice of sector; policies of workplace setting; Human Rights Act 1998; Disability Discrimination Act 1995; Disability Discrimination Act 2005; Special Educational Needs and Disability Act 2001; Race Relations (Amendment) Act 2000; The Equality Act 2010; Equality and Human Rights Commission and any subsequent

Interactions: interactions with individuals including colleagues, adults using services, children and young people in childcare settings; active listening; knowledge of individuals eg beliefs, cultures, values, preferences; maintaining confidentiality; appropriate use of language

Challenging discrimination: challenging discriminatory behaviour; reflecting on and challenging own beliefs and attitudes; disciplinary procedures; complaints procedures; staff training; reviewing and developing policy and procedures

3 Know how to access information, advice and support about diversity, equality and inclusion

Sources of information and advice: Sector Skills Councils eg Skills for Health, Northern Ireland Social Care Council, Care Council for Wales, Professional organisations eg Nursing and Midwifery Council, Teacher Development Agency; third sector organisations; government websites for current legislation and guidelines; books and journals

Accessing information and advice: colleagues; feedback on own practice; inter-agency working; liaison with community leaders or organisations; professional development opportunities

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of equality and inclusion	1.1 explain what is meant by: <ul style="list-style-type: none"> a) diversity b) equality c) inclusion d) discrimination 1.2 describe ways in which discrimination may deliberately or inadvertently occur in the work setting 1.3 explain how practices that support equality and inclusion reduce the likelihood of discrimination			
2 Be able to work in an inclusive way	2.1 identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role 2.2 show interaction with individuals that respects their beliefs, culture, values and preferences 2.3 describe how to challenge discrimination in a way that encourages change			
3 Know how to access information, advice and support about diversity, equality and inclusion	3.1 identify a range of sources of information, advice and support about diversity, equality and inclusion 3.2 describe how and when to access information, advice and support about diversity, equality and inclusion			

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(if sampled)

Unit 9: Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings

Unit code:	SHC 22
Unit reference number:	L/601/5470
Level:	2
Credit value:	3
Guided learning hours:	23

Unit summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand what is required for competence in own work role

Duties and responsibilities: job description for own role; organisational goals and practices; inter-agency working

Standards which influence role: codes of practice; regulations; minimum standards; national occupational standards

Ways to prevent personal attitudes and beliefs obstructing quality of work: reflecting on own background and experiences; understand effects of own beliefs and attitudes on practice; seek ways to gain feedback on own practice; seek professional development opportunities; develop knowledge and understanding of needs, culture and background of individuals using services

2 Be able to reflect on own work activities

The importance of reflecting on work activities: helps to make sense of and learn from experiences; identify new opportunities; develops skills and techniques; understanding what has been achieved; thinking about aspects that worked well or not so well; considering what could have been done differently

Assessing own knowledge and skills: knowledge to carry out role effectively: ability to follow codes of practice and procedures; ways to seek feedback from individuals using services; ways to seek feedback from colleagues, managers or supervisors, tutors and other professionals

Reflecting on work activities: keeping a record of development through log or diary; identifying positive and negative aspects of activity eg organisation, own role, resources used; reflecting on outcomes for individuals using services; understand own role and contribution to team and/or interagency working

3 Be able to agree a personal development plan

Sources of support for own learning and development: informal; formal; internal eg line manager, supervisor; mentoring schemes; tutor; accessing specialist information through partner and external organisations; online professional discussion groups

Planning process: cyclical nature of planning and review; understand own role; identify own strengths and weaknesses; identify gaps in knowledge; using feedback from others; appraisal process; understand development goals of own sector; identifying opportunities to develop knowledge and skills; reviewing progress

People involved: eg the individual, people using services, supervisor or line manager, other professionals, tutors or mentors

Personal development plan: understand needs for specific, measurable, achievable, realistic and timed targets (SMART); need for regular review of development plans; need to identify training opportunities and support

4 **Be able to develop own knowledge, skills and understanding**

Developing knowledge, skills and understanding through a learning activity: developing new concepts and ideas through eg discussion, working with colleagues, asking questions, training; evidence of applying learning to own practice; activities to develop knowledge and understanding about individuals' needs and preferences

Role of reflection in improving own knowledge, skills and understanding: situations in a work context eg supporting an individual using health or care services, support for children, working with colleagues; effectiveness of own practice; recognition of own contribution to teamwork; evidence of applying learning and skills to new situations; changes in own practice; ability to advise and support colleagues

Feedback from others: feedback from colleagues eg line manager, supervisor, tutor; feedback from people using services eg adults, children and young people, families; ways that feedback has been used to make changes in own practice

Ways to record evidence of personal progress: importance of regular review; use of diary or journal; personal development plans and reviews; witness testimonies

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand what is required for competence in own work role	1.1 describe the duties and responsibilities of own role 1.2 identify standards that influence the way the role is carried out 1.3 describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work			
2 Be able to reflect on own work activities	2.1 explain why reflecting on work activities is an important way to develop knowledge, skills and practice 2.2 assess how well own knowledge, skills and understanding meet standards 2.3 demonstrate the ability to reflect on work activities			
3 Be able to agree a personal development plan	3.1 identify sources of support for own learning and development 3.2 describe the process for agreeing a personal development plan and who should be involved 3.3 contribute to drawing up own personal development plan			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to develop own knowledge, skills and understanding	4.1 show how a learning activity has improved own knowledge, skills and understanding 4.2 show how reflecting on a situation has improved own knowledge, skills and understanding 4.3 show how feedback from others has developed own knowledge, skills and understanding 4.4 show how to record progress in relation to personal development			

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Unit 10: Child and Young Person Development

Unit code:	TDA2.1
Unit reference number:	H/601/3305
Level:	2
Credit value:	2
Guided learning hours:	15

Unit summary

This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect development.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with the TDA assessment principles. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Know the main stages of child and young person development

Patterns of development birth to 19 years: stages 0-3 years; 3-7 years; 7-11 years; 11-19 years

Physical development: growth as an increase in size and increase in weight; growth spurts; development as the acquisition of skills; gross motor; fine motor; locomotion; balance; hand-eye coordination; adolescence; maturation
Communication and intellectual developments: speech and listening; non-verbal communication; thinking; developing concepts

Social, emotional and behavioural: attachment; building relationships; identity; self-esteem; moral development; feelings eg anger, love, fear

Ways that aspects of development can affect other aspects: principles; same order but different rates of development eg sitting before walking; holistic development; links between areas of development eg communication skills affecting social development

2 Understand the kinds of influences that affect children and young people's development

Influences on development: positive; negative; nature versus nurture

Background: culture; economic situation eg finances, income, employment; family structure; social class; genetic inheritance; expectations of family; gender

Health: health inequalities; health status; genetic disorders; illness; disability; diet

Environmental: housing conditions; pollution; access to services

Recognising and responding to concerns about development: developmental delay; role of observation; holistic assessment; Common Assessment Framework if used; importance of early intervention

3 Understand the potential effects of transitions on children and young people's development

Transitions which affect children and young people: common transitions eg transferring to a new class, transfer to primary school, transfer to secondary education; transitions relating to natural growth eg baby to toddler stage, adolescence

Transitions which some children may experience: personal or particular transitions eg death of parent or close relative, change in health or ability, moving house, family break-up, birth of sibling, entering or leaving residential care, change of carer

The effects of transitions on behaviour and development: physical signs eg body language, growth spurts, losing or gaining weight; behavioural signs eg anxiety, bed-wetting, withdrawal, moodiness, using illegal substances; attitudinal signs eg being rude, losing interest, reluctance to join in; difficulty in building relationships; lack of trust; loss of self-esteem; understanding that transition can have positive effects eg increase in interest, development of self-identity, eagerness to learn, development of friendships

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Know the main stages of child and young person development</p>	<p>1.1 describe the expected pattern of children and young people's development from birth to 19 years, to include:</p> <ul style="list-style-type: none"> a physical development b communication and intellectual development c social, emotional and behavioural development <p>1.2 describe with examples how different aspects of development can affect one another</p>			
<p>2 Understand the kinds of influences that affect children and young people's development</p>	<p>2.1 describe with examples the kinds of influences that affect children and young people's development including:</p> <ul style="list-style-type: none"> a background b health c environment <p>2.2 describe with examples the importance of recognising and responding to concerns about children and young people's development</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand the potential effects of transitions on children and young people's development	3.1 identify the transitions experienced by most children and young people 3.2 identify transitions that only some children and young people may experience eg bereavement 3.3 describe with examples how transitions may affect children and young people's behaviour and development			

Learner name: _____ Date: _____

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(if sampled)

Unit 11: Contribute to the Support of Children's Learning in Information and Communication Technology (ICT)

Unit code:	OP 2.1
Unit reference number:	H/601/4549
Level:	2
Credit value:	2
Guided learning hours:	14

Unit summary

To enable learners to contribute to supporting children's creativity within the work setting.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills For Care and Development's Assessment Strategy.

Learning outcomes 2 and 3 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the importance of ICT for children's learning	1.1 Describe why ICT is important to children's learning including: <ul style="list-style-type: none"> • child using ICT for learning in other curriculum areas • child developing own skills in ICT 1.2 Describe how ICT links with other areas of learning and development within the framework related to own work setting			
2	Be able to contribute to children's learning in ICT	2.1 identify the types of equipment and activities that are used to support creative development 2.2 Provide opportunities and activities to support children's ICT skills 2.3 Demonstrate safe and competent use of ICT equipment in the work setting 2.4 Use ICT specific terminology when supporting children's learning in this area 2.5 Use encouragement and praise when supporting children's learning in ICT			
3	Be able to evaluate own contribution to children's learning in ICT	3.1 Review how own working practice has contributed to children's learning in ICT 3.2 Adapt own practice to meet individual children's needs			

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(if sampled)

Unit 12: Contribute to the Support of Children's Mathematical Development

Unit code:	OP 2.2
Unit reference number:	K/601/4536
Level:	2
Credit value:	2
Guided learning hours:	14

Unit summary

To enable learners to contribute to supporting children's learning in mathematics within the work setting.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills For Care and Development's Assessment Strategy.

Learning outcomes 2 and 3 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	
1	Understand the importance of mathematics for children's learning and development	1.1	Describe why mathematics is important to children's learning.
		1.2	Give examples of mathematical concepts children are learning.
		1.3	Describe how mathematics links with other areas of learning and development within the framework related to own work setting
2	Be able to contribute to children's learning and development in mathematics	2.1	Identify the types of equipment and activities that are used to support children's mathematical development
		2.2	Set out and implement activities to support children's mathematical development
		2.3	Use mathematical language and concepts to support children's mathematical learning when engaged in everyday activities.
		2.4	Use encouragement and praise when supporting children's mathematical development
3	Be able to evaluate own contribution to children's learning in mathematics	3.1	Review how own working practice has contributed to children's learning in mathematics
		3.2	Adapt own practice to meet individual children's needs

Learner name: _____

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(if sampled)

Unit 13: Contribute to the Development of Babies and Young Children

Unit code:	OP 2.3
Unit reference number:	H/601/3238
Level:	2
Credit value:	2
Guided learning hours:	16

Unit summary

To provide learners with the knowledge and skills to contribute to the development of babies and young children.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills For Care and Development's Assessment Strategy.

Unit content

1 Know the pattern of development of babies and young children

The pattern of development in the first 3 years of life: milestones; principles of development; babies and children pass through similar sequence but different rates; holistic development; head to toe eg physical control from head, back and arms down to legs and feet; simple to complex eg sitting before walking

How all areas of development are interconnected: concept of holistic development; areas of development (physical, cognitive and language, emotional, social); links between areas of development eg communication skills affecting social development; physical development affecting cognitive development

Why variations might occur in the rate and sequence of development: short or long term developmental delay; special needs or disability eg physical impairment; sensory impairment, moderate, severe or profound learning difficulties; disability; emotional difficulties, giftedness; health problems; factors affecting foetus eg infections, premature birth, use of drugs or alcohol by mother; genetic inheritance; environmental factors eg family background, culture, poverty; expectations

2 Be able to support a positive environment for babies and young children

The features of a positive environment that supports the development of babies and young children: the environment eg space, layout, ventilation, temperature, lighting; routines eg sleep, rest and activity, personal care; providing a loving and trusting ethos; providing multi-sensory stimulation; age and stage appropriate toys and resources; access to indoor and outdoor play and activities; safe and secure eg protecting from infection, injury and abuse; anti-discriminatory and inclusive practice; well trained and knowledgeable staff

How to create a positive environment that promotes the development of babies and young children: finding out about babies and children's needs from carers, colleagues and professionals; planning personalised activities which meet the needs of babies and children; providing age and stage appropriate toys and resources; developing positive relationships with babies and young children eg facilitating attachment to key worker; developing positive relationships with parents and carers; using positive verbal and non-verbal communication eg level of language, smiles, gestures; responding to needs; following practices and procedure of setting; using praise and encouragement

3 Be able to communicate with babies and young children to support their development

How the development of babies and young children is supported by effective communication: importance of communication from birth; emerging language stage; symbolic development; effects on cognitive development eg use of language to develop thinking and reasoning skills; giving babies and children time to respond; appropriate use of rhythms and tone; opportunities for contact with other children and adults; supporting baby or young child's sense of self and desire to express own needs

Methods of communication to meet the individual needs of babies and young children: speech eg ability to make and distinguish sound patterns, using sounds to engage with adults, development of vocabulary; non-verbal communication eg facial expressions, gestures and body language; intonation; objects of reference; symbolic; baby signing; Makaton; using 'parentese'; modelling correct use of language

4 Be able to support stimulating play for babies and young children

Stimulating play with babies or young children, making best use of opportunities to encourage the development of their communication, language and literacy: songs and rhymes; sharing books and stories; appropriate IT software; puppets; giving opportunities to learn and talk about the world around them eg visiting a park, visiting a farm, taking part in cooking activities and talking about it; games eg sound lotto; opportunities for mark-making and drawing

Stimulating play with babies or young children, making best use of opportunities to encourage the development of their exploration and curiosity: guiding and supporting; sensory materials and resources; heuristic play; open-ended activities; providing a range of suitable resources for age and stage of development including natural materials eg dough, water, sand, paints; treasure baskets; providing props eg dressing up, musical instruments

Stimulating play with babies or young children making best use of opportunities to encourage the development of their physical skills: toys and equipment to promote fine and gross motor development; activities to promote movement eg rolling, crawling, standing, pulling up, walking, climbing, opportunities to reach for toys; toys and games eg baby gym, push and pull toys, posting toys, sit on toys; using floor mats for stretching and rolling; physical games or rhymes eg 'pat-a-cake', 'row the boat', throwing and catching games eg large soft balls, bean bags

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the pattern of development of babies and young children.	1.1. Identify the pattern of development in the first 3 years of life. 1.2. Explain how all areas of development are interconnected. 1.3. Explain why variations might occur in the rate and sequence of development.			
2 Be able to support a positive environment for babies and young children.	2.1. Describe the features of a positive environment that supports the development of babies and young children. 2.2. Demonstrate how to create a positive environment that promotes the development of babies and young children.			
3 Be able to communicate with babies and young children to support their development.	3.1. Explain how the development of babies and young children is supported by effective communication. 3.2. Use different methods of communication to meet the individual needs of babies and young children.			
4 Be able to support stimulating play for babies and young children.	4.1. Support stimulating play with babies or young children making best use of opportunities to encourage the development of their: <ul style="list-style-type: none"> • Communication, language and literacy • Exploration and curiosity • Physical skills 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Contribute to the Physical Care of Babies and Young Children

Unit code:	OP 2.4
Unit reference number:	M/601/3243
Level:	2
Credit value:	3
Guided learning hours:	23

Unit summary

To provide learners with the knowledge and skills to contribute to the physical care of babies and young children.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills For Care and Development's Assessment Strategy.

Learning outcomes 1, 2 and 3 should be assessed in real work environment.

Unit content

1 **Be able to provide personalised physical care for babies and young children**

Personalised care for babies' and young children's skin: understanding that the skin of babies and young children is delicate and sensitive; cleansing; reduce skin dryness by topping and tailing and not bathing full body everyday; understanding skin types; caring for skin creases; applying moisturiser or emollients

Personalised care for babies' and young children's hair: washing over or in the bath; use of baby shampoo or other toiletries formulated for hair of babies and young children; taking care when rinsing, drying and brushing; appropriate care of different hair types eg fine hair, afro-Caribbean hair, braided hair

Personalised care for babies' and young children's teeth: avoiding foods which damage teeth eg sugary drinks and foods; limiting fruit drinks in order to minimise risk of tooth decay, brushing carefully with soft baby toothbrush when teeth appear; using small amount of children's toothpaste as per manufacturer's instructions on the container; rinsing teeth and mouth after brushing; encouraging toddlers to brush own teeth; encouraging a positive attitude towards tooth brushing and dental hygiene

Personalised care for babies' and young children's nappy area: changing nappies regularly, not leaving babies in wet or soiled nappies; following procedures of setting eg cleansing, drying, use of protective cream as appropriate; putting on clean nappy eg fabric, disposable; recording nappy change eg time, if wet or soiled, if there is irritation or rash

Why it is important to take into account carers preferences for the physical care of babies and young children: recognising parents and carers as experts on their own babies or child's needs; gaining parental consent; consistency in care routines has benefits for baby or young child; developing understanding babies or child's needs; importance of following parents instructions/preferences eg use of lotions, choice of clothing; working in partnerships with parents; passing on information relating to care eg changes in routine, concerns

2 **Be able to support physical care routines for babies and young children**

How to treat babies or young children with respect and sensitivity during care routines: routines eg washing and dressing, feeding, care of hair, nappy changing, toileting, rest and sleep; maintaining dignity and privacy when carrying out personal care; giving time

How to engage with babies or young children during care routines and make the experience enjoyable: using eye contact, smiling, running commentary; singing, rhymes; praising

Care routines to encourage babies' learning and development: encouraging independence; using as an opportunity to developing vocabulary; giving choices and problem solving eg clothing choice; developing relationships between child and adult and between babies and children; developing sense of self and own needs; introducing cognitive activities eg counting, colours

The principles of toilet training: starting when children are ready eg child showing increased interest, child showing signs that they are aware when they need to use a potty or toilet; child develops regular/ predictable bowel movements; adult should be calm and relaxed in interaction with child eg praising and encouraging child, never disapproving if child does not co-operate or needs additional time to make progress in toilet training; adult should maintain dignity and privacy of child during the toilet training process eg providing suitable physical environment for toilet training to take place, never showing disapproval of child's bodily functions; understanding development stage in toilet training eg that becoming dry at night takes longer, after training it is common for young children to have occasional 'accidents'; not leaving children on a potty or toilet for long periods; following good hygiene practice and encouraging child's awareness of hygiene

3 Be able to support safe and protective environments for babies and young children

Safe and hygienic preparation and maintenance of the environment for babies or young children: following policies and procedures of setting; knowing when and how to wash hands; food hygiene eg cleanliness of surfaces; safe food storage and handling of food and food-related items; disposal of nappies and soiled items; cleansing nappy changing mats and areas; wearing disposable gloves and apron when dealing with foods, nappy changing and toileting; dealing safely with bodily fluids and soiled items; regular cleaning of toys and equipment; checking indoor and outdoor areas; checking for broken toys or equipment before use

The safety features of the environment for babies and young children: eg ventilation, temperature, noise levels, safe surfaces, doors and window catches, stairgates, electrical socket covers, adequate supervision, well maintained outdoor spaces eg fencing, covered/secure sand and water areas; safe access points to the setting; toys or equipment which are in good condition and meet safety standards eg BSI kite mark, lion mark

How to safely supervise babies or young children whilst allowing them to explore and extend their skills: maintaining required adult to child ratios; checking and monitoring indoor and outdoor areas; using observation; identifying potential hazards; seeking advice from colleagues or other professionals; awareness of potential safety issues when taking babies or children out of their usual setting

The procedures for reporting concerns about the welfare of babies and young children: concerns eg health, safety, safeguarding; reporting procedures of setting; importance of reporting concerns; lines of responsibility eg own supervisor, manager; person with health and safety responsibility in the setting; reporting to carers; recording concerns

4 Understand the nutritional needs of babies and young children

Identify the nutritional needs of babies: current government guidelines on nutritional needs; knowing the value of breastmilk eg colostrum, anti-bodies; nutritional value of breast and formula milk

The principles of weaning: current best practice guidelines; recommended minimum age to introduce weaning; readiness eg increased nutritional requirements, increasing appetite, when digestive system is mature, baby shows interest in solid foods; stages of weaning; methods of weaning; importance of textured or 'lumpy' foods and finger foods at relevant stages of weaning; introducing drinking cup

The nutritional needs of young children: government food agency recommendations; the requirements of a balanced meal eg protein, fat, carbohydrate, vitamins, minerals ; water; recommended daily amounts; foods to avoid giving to babies and young children eg high-fibre foods, nuts, low fat foods, sugary foods and drinks, salt, raw eggs, foods that present a choking hazard

Examples of healthy balanced meals for young children: menu planning; well balanced meals; healthy snacks and drinks, meeting dietary needs of religious groups, vegetarians and vegans

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to provide personalised physical care for babies and young children.</p>	<p>1.1. Demonstrate personalised care for babies and young children's:</p> <ul style="list-style-type: none"> • skin • hair • teeth • nappy area <p>1.2. Explain why it is important to take into account carers preferences for the physical care of babies and young children.</p>			
<p>2. Be able to support physical care routines for babies and young children.</p>	<p>2.1. Demonstrate how to treat babies or young children with respect and sensitivity during care routines.</p> <p>2.2. Demonstrate how to engage with babies or young children during care routines and make the experience enjoyable.</p> <p>2.3. Use care routines to encourage babies' learning and development.</p> <p>2.4. Identify the principles of toilet training.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3. Be able to support safe and protective environments for babies and young children.	3.1. Demonstrate the safe and hygienic preparation and maintenance of the environment for babies or young children. 3.2. Demonstrate the safety features of the environment for babies and young children. 3.3. Demonstrate how to safely supervise babies or young children whilst allowing them to explore and extend their skills. 3.4. Describe the procedures for reporting concerns about the welfare of babies and young children.			
4. Understand the nutritional needs of babies and young children.	4.1. Identify the nutritional needs of babies. 4.2. Describe the principles of weaning. 4.3. Identify the nutritional needs of young children. 4.4. Give examples of healthy balanced meals for young children.			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 15: Contribute to the Acquisition of a New Language through Immersion for Children in Early Years Settings

Unit code:	OP 2.5
Unit reference number:	Y/601/3253
Level:	2
Credit value:	3
Guided learning hours:	22

Unit summary

This unit provides the learner with the knowledge, understanding and skills required to aid children to acquire a new language through the immersion method.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills For Care and Development's Assessment Strategy.

Learning outcomes 2 and 3 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand what is meant by the term 'the immersion method'.	1.1 Define the term 'immersion method' in the context of learning a new language 1.2 Explain how this relates to the language policy of the work setting and the relevant framework 1.3 Identify the expected stages of language immersion			
2 Be able to contribute to a positive language learning environment	2.1 Participate in planning an environment that promotes the immersion language 2.2 Identify the oral and visual stimuli that can aid language acquisition 2.3 Participate in play and active learning, in the indoor and outdoor environments, that are designed to encourage children to speak the immersion language. 2.4 Demonstrate a welcoming attitude towards families and participate in encouraging their involvement in children's language acquisition. 2.5 Contribute in planned activities which promote children's literacy in the immersion language			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to use verbal and non-verbal communication skills in supporting children to acquire the immersion language.	3.1 Pronounce the immersion language clearly and accurately 3.2 Use non-verbal communication skills in activities which promote the immersion language 3.3 Explain why responses to children in the immersion language may depend on their stage of development in the language and individual needs 3.4 Use praise and encouragement with children using the immersion language			
4 Be able to contribute to the assessment, monitoring and evaluation process for the immersion language	4.1 Observe and record the progress of the child's language acquisition using the methodology of the work setting 4.2 Contribute to information on the children's progress within the planning process of the work setting 4.3 Participate in obtaining feedback from children and families about the language learning environment 4.4 Reflect on own contribution to children's immersion language development within the work setting			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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(if sampled)

Unit 16: Contribute to the Support of Disabled Children and Those with Specific Requirements

Unit code:	OP 2.6
Unit reference number:	A/601/4539
Level:	2
Credit value:	3
Guided learning hours:	23

Unit summary

This unit provides knowledge, understanding, skills required to contribute to the support of disabled children and those with specific requirements.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills For Care and Development's Assessment Strategy.

Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

Unit content

1 **Know the principles of working inclusively with disabled children and those with specific requirements**

Legislation that applies to the provision of services to disabled children and those with specific requirements: legislation applicable to home nation eg Children Act 1989, Children Act 2004, Disability Discrimination Act (DDA) 1995, Disability Discrimination Act (DDA) 2006, Special Educational Needs and Discrimination Act (SENDA) 2001, Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO), Education Act 1996, The Education (NI) Order 1996, Code of Practice on the Identification of Special Educational Needs

How the social model of disability affects the way services are provided: children at the centre of service provision; valuing individuals; identifying strengths and abilities of children; recognising and acknowledging diversity; changing attitudes, need for society to change

Steps that should be taken to ensure that service provision is inclusive and accessible: identifying and removing barriers to participation eg physical access, providing age and stage appropriate resources and equipment, adapting communication methods, providing culturally appropriate materials ; training and development of staff; providing differentiated activities; developing policies and procedures eg special educational needs, inclusive practice, equality of opportunity

2 **Know how to work with carers to support disabled children and those with specific requirements**

The importance of working with parents and carers to support disabled children and those with specific requirements: involving children, young people, parents and carers at each stage of assessment, delivery, monitoring and review; involving parents and carers in observing and sharing information on child's progress; parent partnerships; concept of parents/carers as experts on their child's disability or specific requirement; supporting parents and carers to make informed choices

How the disability or specific requirements of a child may impact on carers: awareness of background parent's own needs; demands and challenges on families eg meeting additional care needs, additional child care costs; emotional strain; making choices about the care and support of child; the impact of attitudes of others on carers; coping with behavioural difficulties

3 **Be able to contribute to the learning, play or leisure activities for disabled children and those with specific requirements**

How learning, play or leisure activities are arranged to support inclusion: adapted environments eg space, layout, seating; lighting; furniture at the correct height; multi-sensory resources; eg tactile games, multi-sensory activities; groupings; open ended activities; providing of additional support; timing and breaking down of activities into manageable parts

Specialist aids and equipment that are available for disabled children and those with specific requirements in own work setting: written materials eg large font, different coloured papers or overlays; mobility aids eg standing/walking frames, chairs; specialist tools or feeding equipment; assistive technologies eg adapted keyboards, trackerballs, voice recognition software; hearing equipment eg loop systems, radio aids

Engage with disabled children and those with specific requirements to encourage participation in learning, play or leisure activities: one-to-one and group interaction; giving choice; knowing interests and preferences of children; understanding background and culture of children; using preferred method of communication; recognising children's strengths and abilities; using positive language; planning activities which promote friendships

Praise and encourage disabled children and those with specific requirements when engaged in learning, play or leisure activities: using positive verbal communication; using non verbal communication eg facial expressions, gestures; use of positive behaviour strategies eg stickers, rewards; involving children in reviewing own involvement in activities; ways to give supportive feedback

4 Be able to contribute to the review and evaluation of learning, play or leisure activities for disabled children and those with specific requirements

Observe and record the engagement of a disabled child and those with specific requirements in a learning, play or leisure activity: difference between formal and non-formal observations; methods of observation eg check lists, narrative, time sampling; longitudinal studies; need for objectivity; knowledge of stages of development; knowledge of child's individual abilities and needs

Use observation record to give feedback about the progress of a disabled child and those with specific requirements to carers or others: interpreting information from observations; referring information and concerns appropriately; procedures for feeding back information to children or young people and their families; colleagues in the child care setting; external support agencies

5 Be able to evaluate own contribution to supporting disabled children or those with specific requirements

Review how own working practice has contributed to the engagement of disabled children and those with specific requirements: methods and tools for reflection on own practice eg questionnaires and surveys, consider what works well, what could be done better, SWOT analysis of own practice to support the identification of strengths and challenges; effective ways to seek feedback of own practice from colleagues, children and young people; evaluating the success of activities and events

Adapt own practice to meet the needs of individual children: providing additional support; using alternative strategies and resources; adapting language use; breaking down information and activities into manageable chunks; adapting verbal and non-verbal communication methods

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1. Know the principles of working inclusively with disabled children and those with specific requirements	1.1 Outline the legislation that applies to the provision of services to disabled children and those with specific requirements 1.2 Describe how the social model of disability affects the way that services are provided 1.3 Describe the steps that should be taken to ensure that service provision is inclusive and accessible			
2. Know how to work with carers to support disabled children and those with specific requirements	2.1 Describe the importance of working with carers to support disabled children and those with specific requirements 2.2 Outline how the disability or specific requirements of a child may impact on carers			
3. Be able to contribute to the learning, play or leisure activities for disabled children and those with specific requirements	3.1 Demonstrate how learning, play or leisure activities are arranged to support the inclusion of disabled children and those with specific requirements 3.2 Identify the specialist aids and equipment that are available for disabled children and those with specific requirements in own work setting 3.3 Demonstrate how the environment, resources and activities are adapted to enable disabled children and those with specific requirements to take part			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.4 Use engagement with disabled children or those with specific requirements to encourage participation in learning, play or leisure activities 3.5 Praise and encourage disabled children or those with specific requirements when engaged in learning, play or leisure activities			
4. Be able to contribute to the review and evaluation of learning, play or leisure activities for disabled children and those with specific requirements	4.1 Observe and record the engagement of a disabled child and those with specific requirements in learning, play or leisure activity 4.2 Use observation record to give feedback about the progress of a disabled child and those with specific requirements to carers or others			
5. Be able to evaluate own contribution to supporting disabled children or those with specific requirements	5.1 Review how own working practice has contributed to the engagement of disabled children or those with specific requirements 5.2 Adapt own practice to meet the needs of individual children			

Learner name: _____

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(if sampled)

Unit 17: Contribute to the Support of Children's Positive Behaviour in Early Years Settings

Unit code:	OP 2.11
Unit reference number:	T/601/4541
Level:	2
Credit value:	3
Guided learning hours:	20

Unit summary

The purpose of this unit is to develop learners' understanding and skills in contributing to the support of children's positive behaviour.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills For Care and Development's Assessment Strategy.

Learning outcomes 2 and 3 must be assessed in a real work environment.

Unit content

1 Understand how to support positive behaviour in early years settings

How the policies and procedures of the work setting contribute to the support of children's positive behaviour: behaviour policies including rules and codes of conduct, rewards and sanctions, anti-bullying policies and practices, dealing with conflict, rules regarding restraint; behaviour procedures including behaviour support plans and contracts, child and parent consultations; providing agreed guidelines for staff and children and carers on expectations of behaviour; providing boundaries; support consistency in practice

The importance of all practitioners consistently and fairly applying boundaries and rules for children's behaviour: positive ethos eg clear routines, clear instructions; ownership of rules and codes of conduct; consistent use of rewards and sanctions; information sharing; teamwork and cooperation; demonstrating trust, honesty and openness

The benefits of encouraging and rewarding positive behaviour to:

- *the child:* recognition of progress eg meeting personal goals; promoting responsibility for own actions; inclusion; improved progress in emotional, cognitive, social and physical development; building self-esteem
- *other children in the work setting:* indicating wanted behaviour; changing behaviour of other children; discouraging labelling and stereotyping;
- *carers:* modelling positive behaviour management practice; sharing strategies; giving positive messages

2 Be able to contribute to the support of children's positive behaviour

The skills and techniques that can be used to support and encourage children's positive behaviour and how to use these: following policies and procedures of setting; following individual behaviour plans; remaining calm; use of non-verbal techniques eg smiling or using thumbs up when children are displaying wanted behaviour; using rewards consistently eg stickers, certificates, giving responsibilities; ignoring unwanted behaviour and paying attention to children displaying wanted behaviour; using distraction techniques; building positive and trusting relationships; using buddy systems or peer support

Approaches and responses to children to support positive behaviour: agreeing rules and codes for the setting with children; agreeing achievable goals appropriate for age and stage of development; reviewing behaviour plans and adapting if necessary; encouraging children to reflect on own behaviour; giving choice; explaining why the behaviour is acceptable or unacceptable; encouraging and praising; celebrating achievement, effort and good deeds; giving time to discuss problems or difficulties; providing additional support in periods of transition

Role model the standard of behaviour expected of children within the work setting: showing respect and good manners in interactions with children and other adults; encouraging sharing and turn-taking; promoting responsibility, showing excitement, interest and enjoyment; having a sense of humour; using appropriate language

3 Be able to respond to children and young people's inappropriate behaviour

Examples of behaviour issues: inappropriate behaviour toward peers or staff or others; physical assault, verbal abuse, racist language; vandalism, theft, bullying; cyber-bullying, non compliance with rules and codes of conduct; using of drugs or alcohol, carrying and using of weapons

Strategies for dealing with inappropriate behaviour: individual behaviour plans; sanctions eg time out, taking away, restorative justice; use of non-verbal techniques eg making eye contact, using proximity for example moving closer to children displaying unwanted behaviours; explaining choices and consequences; not making threats which cannot be carried out; focus on the behaviour as unacceptable and not the child; carrying out observations to find what may trigger unwanted behaviours; removing child from situation; changing groups

Person(s) to whom behaviour issues should be reported: follow policies and procedures of setting eg refer to line manager; nursery manager; class teacher, head of department, head of year, SENCO, other specialist colleagues or professionals, parents or carers

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to support positive behaviour in early years settings</p>	<p>1.1. Explain how the policies and procedures of the work setting contribute to the support of children’s positive behaviour</p> <p>1.2. Explain the importance of all practitioners consistently and fairly applying boundaries and rules for children’s behaviour</p> <p>1.3. Describe the benefits of encouraging and rewarding positive behaviour to:</p> <ul style="list-style-type: none"> • the child • other children in the work setting • carers 			
<p>2. Be able to contribute to the support of children’s positive behaviour</p>	<p>2.1. Describe the skills and techniques that can be used to support and encourage children’s positive behaviour</p> <p>2.2. Use techniques that support and encourage children’s positive behaviour</p> <p>2.3. Use consistent approaches and responses to children to support positive behaviour</p> <p>2.4. Role model the standard of behaviour expected of children within the work setting</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3. Be able to respond to children and young people's inappropriate behaviour	3.1. Give examples of behaviour issues 3.2. Apply agreed strategies for dealing with inappropriate behaviour 3.3. Identify the person(s) to whom behaviour issues should be reported			

Learner name: _____

Date: _____

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(if sampled)

Unit 18: Contribute to the Support of Children’s Communication, Language and Literacy

Unit code: OP 2.15
Unit reference number: M/601/3310
Level: 2
Credit value: 2
Guided learning hours: 14

Unit summary

To enable learners to contribute to supporting children’s learning and development in communication, language and literacy within the work setting.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills For Care and Development’s Assessment Strategy.

Learning outcomes 2 and 3 must be assessed in a real work environment.
Contribution to children’s learning in communication, language and literacy.

Unit content

1 **Understand the importance of communication, language and literacy for children's learning and development**

Why communication, language and literacy are important to children's learning: impact on cognitive, emotional and social development; receptive communication eg absorbing information and new concepts; expressive language eg communicating own ideas and needs; developing self-esteem and own identity; ability to make informed choices

How communication, language and literacy links with other areas of learning and development within the framework related to own work setting: supporting the development of social skills eg developing friendships and social networks; cognitive development interrelationship with thought processes, problem solving, asking questions; emotional development eg expression of feelings

2 **Be able to contribute to children's learning in communication, language and literacy**

Types of equipment and activities that are used to support children's communication, language and literacy: one-to-one and group activities; equipment; ICT equipment and software; digital cameras; two-way radios, listening centres, recording equipment, DVDs; interactive whiteboards; board games; sharing stories, poems and rhymes; singing; visits to places of interest; circle time; individual and paired writing activities; free play activities eg role play, exploratory play

How to engage children's interest and attention in communication, language and literacy activities through a variety of methods: building on children's own interests; resources which reflect the diversity of children; acting as scribe; talking about visits or activities; multi-sensory displays; interactive displays; active learning activities; group activities

Language to support children's learning when engaged in communication, language and literacy activities: clear and accurate speech; repeating; rephrasing; introducing new vocabulary; checking understanding; not using jargon

Encouragement and praise to support children's learning in communication, language and literacy: repeating wanted language; modelling appropriate language; use of body language eg smiling, nodding

3 **Be able to evaluate own contribution to children's learning in communication, language and literacy**

How own working practice has contributed to children's learning in communication, language and literacy: reflective practice; knowledge of language development; supporting, monitoring and assessing language needs of individual children; feedback from children, carers, colleagues and others

Adapt own practice to meet individual children's needs: adapting according to cultural differences; removing barriers eg noise, distractions; accommodating communication difficulties; using alternative methods of communication; adapting language and pace according to age and stage of development; adapting language in different contexts eg reassuring, defusing, encouraging

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of communication, language and literacy for children's learning and development	1.1 Describe why communication, language and literacy are important to children's learning 1.2 Describe how communication, language and literacy links with other areas of learning and development within the framework related to own work setting			
2 Be able to contribute to children's learning in communication, language and literacy.	2.1 Identify the types of equipment and activities that are used to support children's communication, language and literacy 2.2 Demonstrate how to engage children's interest and attention in communication, language and literacy activities through a variety of methods 2.3 Use clear language to support children's learning when engaged in communication, language and literacy activities. 2.4 Use encouragement and praise when supporting children's learning in communication, language and literacy			
3 Be able to evaluate own contribution to children's learning in communication, language and literacy	3.1 Review how own working practice has contributed to children's learning in communication, language and literacy 3.2 Adapt own practice to meet individual children's needs			

Learner name: _____

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Learner signature: _____

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(if sampled)

Unit 19: Contribute to the Support of Children's Knowledge and Understanding of the World

Unit code:	OP 2.16
Unit reference number:	D/601/3335
Level:	2
Credit value:	2
Guided learning hours:	14

Unit summary

To enable learners to contribute to supporting children's knowledge and understanding of the world within the work setting.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills For Care and Development's Assessment Strategy.

Learning outcomes 2 and 3 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of knowledge and understanding of the world for children's learning and development	1.1 Describe why knowledge and understanding of the world is important to children's learning 1.2 Describe how knowledge and understanding of the world links with other areas of learning and development within the framework related to own work setting			
2 Be able to contribute to children's learning and development in knowledge and understanding of the world	2.1 Identify the types of equipment and activities that are used to support children's knowledge and understanding of the world 2.2 Set out and implement activities to support children's knowledge and understanding of the world 2.3 Use clear language to support children's learning when engaged in knowledge and understanding of the world activities 2.4 Use encouragement and praise when supporting children's learning in knowledge and understanding of the world			
3 Be able to use verbal and non-verbal communication skills in supporting children to acquire the immersion language.	3.1 Review how own working practice has contributed to children's knowledge and understanding of the world. 3.2 Adapt own practice to meet individual children's needs			

Learner name: _____

Date: _____

Learner signature: _____

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Date: _____

(if sampled)

Unit 20: **Contribute to the Support of Children's Creative Development**

Unit code:	OP 2.17
Unit reference number:	H/601/3336
Level:	2
Credit value:	2
Guided learning hours:	14

Unit summary

To enable learners to contribute to supporting children's creativity within the work setting.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills For Care and Development's Assessment Strategy.

Learning outcome 1 – **creative development** e.g.

- developing imagination and imaginative play
- responding to experiences, expressing ideas
- exploring media and materials
- imaginative play
- traditional creative arts
- music, dance and movement
- messy play

Learning outcome 1 – **framework**, this could include Early Years Foundation Stage, Foundation phase, Pre School Curriculum

Learning outcomes 2 and 3 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of creative development	1.1 Describe why creative development is important to children's learning 1.2 Describe how creative development links to other areas of learning and development within the framework related to own work setting			
2 Be able to contribute to children's creative development	2.1 Identify the types of equipment and activities that are used to support creative development 2.2 Set out and implement creative activities with children 2.3 Use clear language to support children's creative development during activities 2.4 Use encouragement and praise when supporting children's creative development			
3 Be able to evaluate own contribution to children's creative development	3.1 Review how own working practice has contributed to children's creative development 3.2 Adapt own practice to meet individual children's needs			

Learner name: _____

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(if sampled)

Unit 21: **Contribute to the Support of Children's Outdoor Play**

Unit code:	OP 2.18
Unit reference number:	K/601/3337
Level:	2
Credit value:	2
Guided learning hours:	14

Unit summary

To enable learners to contribute to supporting children's outdoor play within the work setting.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills For Care and Development's Assessment Strategy.

Learning outcomes 2 and 3 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of outdoor play for children's learning and development	1.1 Describe why outdoor play is important to children's learning and development 1.2 Describe how outdoor play supports each area of learning and development in the framework related to own work setting			
2 Be able to contribute to supporting children's outdoor play	2.1 Identify resources to support children's play 2.2 Set out the outdoor play area/s for children to use according to the requirements of the work setting 2.3 Carry out routine safety checks on the outdoor play area before, during play and after the children have used the area 2.4 Use encouragement and praise when supporting children's outdoor play 2.5 Supervise children's outdoor play ensuring their safety			
3 Be able to evaluate own contribution to children's outdoor play	3.1 Review how own working practice has contributed to children's outdoor play 3.2 Adapt own practice to meet individual children's needs			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 22: Understand How to Set Up a Home-based Childcare Service

Unit code: CYPOP 5

Unit reference number: Y/600/9770

Level: 3

Credit value: 4

Guided learning hours: 29

Unit summary

To prepare learners to work as home based child carers/childminders. As well as learning relevant aspects of childcare this knowledge based unit supports the development of policies and procedures relevant to registration and the basic business skills to set up a home based childcare service.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's Assessment Principles. Assessment must include a portfolio of items relevant to registration with the registering authority in the relevant UK Home Country.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand how to set up a home based childcare service

Current legislation covering home based childcare and the role of regulatory bodies: registration requirements and registration procedure; training; inspection eg the role of Estyn, Care Social services Inspectorate for Wales (CSSIW); The Education and Training Inspectorate in Northern Ireland; meeting the requirements of frameworks and legislation for relevant home nation eg Flying Start, The Foundation Phase, Safeguarding Children: Working Together Under the Children Act 2004

Develop policies and procedures: why policies and procedures are required in the setting; policies that are required including accidents, illness and emergencies, behaviour, safeguarding, equal opportunities, how policies are implemented eg updating policies, meeting the requirements of the relevant framework, plans and procedures of what to do in an emergency, use of relevant forms to record illness and accidents

Importance of confidentiality and data protection: why maintaining confidentiality is important; maintaining principles of trust; giving and receiving sensitive information; storing information; policy and practice, legislation; circumstances when it is not possible to maintain confidentiality eg disclosure of certain information by a child

Develop a marketing plan for own home based childcare service: eg how to target information at families, where to advertise, methods of advertising, identifying own unique selling points (USP), promoting vacancies

Financial planning for own home based service: eg financial planning, record-keeping, budget management, expenses, financial records, completion of tax returns, self-assessment, making and receiving payments

Sources of support and information for the setting up and running of home based childcare business: eg National Childminding Association, Estyn, Care Social Services Inspectorate for Wales (CSSIW); The Education and Training Inspectorate in Northern Ireland, childminder groups, childminding network, training, publications and magazines such as *Who Minds*

2 Understand how to establish a safe and healthy home based environment for children

Key components of a healthy and safe home based environment: meeting requirements for early years framework of home nation eg Early Years Foundation Stage; meeting the requirements of other relevant policies eg Every Child Matters- Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution, Achieving Economic Wellbeing; providing a stimulating and enabling environment, providing for children's developmental needs; providing a physically safe environment; meeting children's emotional needs; providing appropriate routines for children; know why accidents happen and how to prevent them

Principles of safe supervision of children in the home based setting and off site: treating children as individuals; recognising individual needs and abilities; providing appropriate levels of supervision; risk assessments and home safety

Ways of ensuring that equipment is suitable for children and meets safety requirements: eg following manufacturer's guidelines, carrying out risk assessments, identifying child's stage of development, selecting appropriate resources and equipment, checking equipment regularly for signs of wear or damage, regular cleaning of equipment

Know where to obtain current guidance on health and safety risk assessment of the home based work setting: eg National Childminding Association website, Estyn, Care Social Services Inspectorate for Wales (CSSIW), the Education and Training Inspectorate in Northern Ireland National Standards website, Health and Safety executive, Pre-school Learning Alliance

How to store and administer medicines: written permission to administer routine medication; medicines to be stored in original container and clearly labelled with child's name, date of birth and details of how and when to be administered; secure storage, if refrigeration is required for medicines, they should be kept in a secure box away from food and clearly labelled; medicines must only be prescribed by a medical professional

3 Understand the importance of partnerships with parents for all aspects of the home based childcare service

Importance of partnership with parents for all aspects of the childcare service: parents are the child's first and main carer and educator; strong partnerships promote emotional security and development of child; sharing of information helps to provide best care, support transitions, and support the settling in process; following parental wishes with regards to feeding, sleep routines and care routines

How partnership with parents are set up and maintained: eg good communication with parents, exchanging information regularly, establishing a relationship prior to starting in the setting, home visits, settling in visits, value input and ideas of parents, encourage parents to be involved in decisions affecting their child

4 Understand the principles of development of routines for home based childcare

How routines are established: routines should meet the child's individual needs and where possible be the same as the home routine; parental involvement in developing individual routine eg getting information and feedback from parents regarding child's routine, dislikes and preferences, involving parents in decision making; participation of child eg giving children clear instructions but also allowing element of choice and independence as appropriate to age and abilities, routine should encourage child to participate, feel secure and cared for; different aspect of daily routine eg sleep routines, feeding routines, hygiene routines

Adapt routines to meet the needs of children at different ages and stages of development: consideration given to individual requirements and needs; necessary changes made to routines to accommodate each child eg younger children need naps during the day whereas an older child may only require a period of rest or quiet time

Ensure that each child is welcomed and valued in the home based work setting: eg warmly greeting each child and parent, recognising individual needs, welcoming and encouraging comforters, encouraging or creating links with home eg a daily diary, ensuring the child's faith or heritage is represented in the activities, toys and equipment of the setting

5 Understand how to provide play and other activities for children in home based settings that will support equality and inclusion

Importance of play to children's learning and development and the need for inclusive approach: importance of play to learning and development eg important learning tool, play is a key way to learn in an enjoyable and challenging manner, play should be at a child's own level, provides the opportunity to try out and develop new and existing skills, play supports all areas of child's development; importance of inclusive approach eg making play accessible to all children in the setting regardless of age, ethnicity, cultural background, disability or ability, ensuring adequate opportunities and resources are available for play, adapting play to meet needs of individual children

Plan a challenging and enjoyable learning environment in the home: use of everyday domestic routines eg cooking, cleaning, washing up, gardening, shopping as learning experiences; suitable play activities and experiences

What can be learned about children by observing them at play: promotes understanding of the basic needs of children; knowledge of their individual needs; helps identify how best to meet their needs; helps identify developmental progress; helps identify any changes in child's normal pattern of behaviour; raises awareness of possible hazards in the home and signs of illness; observation of play aids planning of activities and experiences

Identify how and why it is important that children receive equal treatment and access based on their individual needs and acknowledging their rights: equal access and treatment based on individual needs as required by legislation and policy eg The Foundation Phase, Flying Start, play Policy implementation for Wales. Child Poverty Strategy for Wales, The Foundation Phase, Equality Act 2010; importance of equality of treatment and access and individual needs/rights for development of child in all areas eg physical development, development of communication, intellectual/cognitive development, social, emotional and behavioural development, moral development; negative impact of inequality and lack of emphasis on individual needs eg delayed development, negative behaviour; child-centred approach improves chances of positive outcomes for children

Compare how other resources available for children support their play: eg consider how everyday experiences support play and can be made into learning opportunities eg cooking, shopping

6 Understand how home based child carers can support the safeguarding of children in their care

Concept of safeguarding and the duty of care that applies to all practitioners: the welfare of the child is paramount and first duty of care is the child; safeguarding refers to keeping a child safe from harm of any kind and child protection is part of this responsibility; the home and garden should be safe; safety plans should be made for visits and outings; adult must be alert to possible dangers around children; practitioners are responsible to 'recognise, respond and refer'; practitioners have a duty to report any suspicious incidents as well as accidents

Possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding: commonly accepted definitions of abuse including physical abuse, physical neglect, emotional neglect, failure to thrive, sexual abuse, emotional abuse, organised abuse; range of possible signs and symptoms; changes in normal pattern of behaviour can vary greatly depending on the age of the child eg showing apprehension when children cry, displaying self-destructive behaviour, displaying aggression, comfort-seeking; other signs eg unexplained or unsatisfactory explanation of injury, poor hygiene, severe persistent nappy rash, constant tiredness, constant illnesses

Regulatory requirements for safeguarding children that affect home based childcare: first duty of care is the child; duty to recognise, respond and refer; duty to record details of disclosure or injuries; any cause for concern is to be reported following the Local Safeguarding Children Board procedures; child protection concerns that could identify a particular child are kept confidential and only shared with people who need to know this information

Procedures that need to be followed by lone workers in home based settings when harm or abuse are suspected or alleged either against them or third parties: any allegations of abuse that are alleged to have taken place within the setting must be reported immediately to relevant authority for own home nation eg Estyn, Care Social Services Inspectorate for Wales (CSSIW), the Education and Training Inspectorate in Northern Ireland

7 Understand the principles of supporting positive behaviour in home based childcare settings

Typical behaviours exhibited by young children: expected behaviour for their stage of development; possible reactions to key events in their lives eg regression, aggression, withdrawal

How ground rules for behaviour and expectations are developed and implemented: eg rules developed with the input of the children, clearly displayed and/or communicated and regularly referred to, updated if required, kept simple and achievable, are age and stage appropriate

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 understand how to set up a home based childcare service	1.1 outline the current legislation covering home based childcare and the role of regulatory bodies 1.2 develop policies and procedures for: <ul style="list-style-type: none"> • accidents, illness and emergencies • behaviour • safeguarding • equal opportunities and explain how these will be implemented 1.3 explain the importance of confidentiality and data protection 1.4 develop a marketing plan for own home based childcare service 1.5 demonstrate financial planning for own home based service 1.6 identify sources of support and information for the setting up and running of your home based childcare business			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 understand how to establish a safe and healthy home based environment for children	2.1 explain the key components of a healthy and safe home based environment 2.2 explain the principles of safe supervision of children in the home based setting and off site 2.3 identify ways of ensuring that equipment is suitable for children and meet safety requirements 2.4 know where to obtain current guidance on health and safety risk assessment of the home based work setting 2.5 explain how to store and administer medicines			
3 understand the importance of partnerships with parents for all aspects of the home based childcare service	3.1 explain the importance of partnership with parents for all aspects of the childcare service 3.2 describe how partnership with parents are set up and maintained			
4 understand the principles of development of routines for home based childcare	4.1 explain how routines are based on: <ul style="list-style-type: none"> • meeting a child’s needs • agreements with parents • participation of children 4.2 explain how they would adapt routines to meet the needs of children at different ages and stages of development 4.3 explain how they ensure that each child is welcomed and valued in the home based work setting			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 understand how to provide play and other activities for children in home based settings that will support equality and inclusion	5.1 explain the importance of play to children’s learning and development and the need for an inclusive approach 5.2 plan a challenging and enjoyable learning environment in the home that includes using everyday domestic routines and household items 5.3 explain what can be learned about children by observing them at play 5.4 identify how and why it is important that children receive equal treatment and access based on their individual needs and acknowledging their rights 5.5 compare how other resources available for children support their play			
6 understand how home based childcarers can support the safeguarding of children in their care	6.1 explain the concept of safeguarding and the duty of care that applies to all practitioners 6.2 outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding 6.3 outline regulatory requirements for safeguarding children that affect home based childcare 6.4 explain the procedures that need to be followed by lone workers in home based settings when harm or abuse are suspected or alleged either against them or third parties.			
7 understand the principles of supporting positive behaviour in home based childcare settings	7.1 describe typical behaviours exhibited by children linked to their stage of development and key events in their lives 7.2 explain how ground rules for behaviour and expectations are developed and implemented			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 23: Managing Paediatric Illness and Injury

Unit code:	MPII002
Unit reference number:	J/600/2037
:	2
Credit value:	1
Guided learning hours:	10

Unit summary

The purpose of the unit is for the learner to attain knowledge and practical competences required to deal with the range of paediatric illnesses and injuries contained in this unit.

Assessment requirements/evidence requirements

Please note that all practical assessment within this unit related to the demonstration of first aid skills must only be carried out on infant and child manikins. Application of slings can be demonstrated on other members of the learner cohort. *There is no requirement to show competence in a real-life situation.*

It is essential that this unit is delivered by a qualified and experienced paediatric first aid trainer. Input from other professionals such as practitioner nurses in asthma, diabetes and sickle cell disorder would enhance learning.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Be able to provide first aid to an infant and a child with a suspected fracture and a dislocation**

Recognising fractures and dislocations: primary survey, secondary survey; hairline fracture, compound fracture; fractured limbs, leg fractures, hand fractures; signs and symptoms of fractures; definition of dislocation; signs and symptoms

Management: of fractures (immobilisation of different fractures, applying splints, use of pain relief for infants and children); of dislocations (application of splints, elevation of the joint, use of R.I.C.E (Rest, Ice, Compression, Elevation) as a first aid treatment, sending for medical help, need for reassurance, nil by mouth in case of surgery/anaesthesia, demonstrating competence in applying support and elevation slings

2 **Be able to provide first aid to an infant and a child with a head, a neck and a back injury**

Recognising head, neck and back injury: definition of head injuries; closed and open head injuries; signs and symptoms of serious head injuries, concussion; skull fractures; cerebral compression; recognising possible connected problems of head injuries eg disruption to sight and hearing, damage to jaws and teeth, nausea and vomiting, skull deformities, leaking of clear fluid from ears or nose and reasons for this; possible damage to major airways and management of this; symptoms of suspected damage to the spinal cord

Management: correct positioning of the head and neck; keeping the casualty as still as possible; sending for medical help; need for reassurance; dealing with conscious and unconscious casualties; dealing with convulsions

3 **Know how to provide first aid to an infant and a child with conditions affecting the eyes, ears and nose**

Foreign bodies in eyes: keeping the child calm; using sterile water to remove dust, sand; seeking immediate medical help for embedded foreign bodies

Foreign bodies in ears: ascertaining the nature of the object; using tepid water to remove insects; recognition of symptoms; need to seek immediate medical attention if treatment is unsuccessful and for all other objects

Foreign objects in nose: encouraging child to breathe through their mouth; seeking immediate medical help and not attempting to remove the object

Common eye injuries: blows to the eye (checking for injuries to the eyeball, injuries to the eye socket, associated injuries eg to the head or face); cleaning cuts to prevent infection; use of gloves; hand hygiene; checking vision; knowing when to seek medical help

4 **Know how to provide first aid to an infant and a child with a chronic medical condition or sudden illness**

Sickle cell anaemia: recognition of symptoms; administering the infant/child's regular pain relief; keeping the child warm and reassured; sending for medical help

Diabetes: check the infant/child's insulin status; dealing with an insulin coma; recovery position; recognising the signs of hypoglycaemia; providing sugar immediately; when to send for medical help

Asthma: recognising the infant/child's distress; noting breathing difficulties/problems with speech; noting changes in colour of face and lips; cough; wheezing; helping the infant/child to use inhalers; correct sitting position; encouraging the infant/child to breathe slowly and deeply; providing sufficient ventilation; sending for medical help

Meningitis: recognition of common symptoms; using the glass test on visible rashes; sending for immediate medical help; reassuring the infant/child; hand hygiene; measures to reduce cross infection; use of PPE; informing relevant personnel

Febrile convulsions: recognition of common symptoms; providing sufficient space for the infant/child; measures to prevent choking (ensuring the infant/child's mouth is clear, positioning the infant/child to help drain any liquids, pulling the chin and jaw forward if breathing is affected); reducing fever by removing clothing and using tepid sponging; reassurance for the infant/child after the convulsion; when to send for medical help

Epilepsy: reasons for remaining calm; preventing injury by placing something soft under the infant/child's head, loosening tight clothing, removing eyeglasses, removing nearby objects which could injure the infant/child; preventing choking by turning the child on one side, avoiding putting anything in the infant/child's mouth, not giving food or drink immediately afterwards; recognising when to send for emergency medical help; offering reassurance following the seizure; reasons for not restraining the infant/child during the seizure

5 **Know how to provide first aid to an infant and a child who is experiencing the effects of extreme heat and cold**

Hypothermia: definition of; symptoms of hypothermia in an infant and a child; first aid aims; providing first aid to infants (checking whether the infant's skin feels cold, sending for medical help, warming the infant gradually); providing first aid to children (preventing further body heat loss, warming the child, sending for medical help)

Hyperthermia: definition of; symptoms of hyperthermia in an infant and a child; first aid aims; providing first aid (tepid sponging, use of fans to cool, giving cool liquids to drink, removing/loosening clothing; sending for medical help); reassurance of infant/child

6 Know how to provide first aid to an infant and a child who has sustained electric shock

Safe management of an incident involving electricity: not touching the child if still in contact with electric wire; understanding how to remove the child from electric contact safely; personal safety for the first aider

Treatment for electric shock: artificial respiration; keeping the patient warm and quiet; treating the burn area at the site of contact; sending for medical help; symptoms of shock due to the injury eg colour of skin, possible loss of consciousness, presence of fine perspiration, weak and rapid pulse, dilated pupils, rapid, shallow respirations; how to manage symptoms

7 Know how to provide first aid to an infant and a child with burns and scalds

Difference between burns and scalds: superficial burns; partial thickness burns; full thickness burns; relevance of the extent of burns and scalds; when to seek medical help

Treatment: of superficial burns and scalds eg mild sunburn, slight splashes from hot beverages; of severe burns and scalds (not over-cooling casualty, not removing anything adhering to the burn, not touching the injured area, not bursting blisters, not applying lotions etc to the injury); positive actions, laying the casualty down, dousing the burn with cold liquid, checking airway, respiration and pulse, removing shoes etc to prevent swelling; removing burned clothing unless it is adhering to the burn; covering the injury with a sterile dressing, emergency treatment for facial burns; treatment of burns to the mouth and throat, contacting emergency aid; improving air supply by loosening clothing around the neck etc; dealing with unconscious casualties

8 Know how to provide first aid to an infant and a child who has been poisoned

Poisons entering the body: skin contact, inhalation of fumes, swallowing toxic liquids eg cleaning products, wrongful ingestion of medication; eating toxic plants and fungi, toxins in food

Recognition of common symptoms of poisoning: differences due to age, size and weight of child, amount of poison ingested

Treatment: seeking medical help; recovery position; when to give CPR; reasons for not giving emetics; saving any remaining substances to inform medical personnel

Sources of information: first aid manuals, relevant websites eg National Poisons Emergency helpline; Gas Emergencies Freephone (carbon monoxide poisoning); pharmacies

9 Know how to provide first aid to an infant and a child who has been bitten or stung

Recognition of symptoms of bites and stings: from different sources eg wasp and bee stings, tick bites, animal bites; assessing severity

Treatment: recognising and dealing with an anaphylactic reaction to bites and stings; seeking medical help; correct method for removing stings left in the skin; application of cold compresses; reassuring the child

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to provide first aid to an infant and a child with a suspected fracture and a dislocation	1.1 describe the common types of fractures 1.2 describe how to manage a fracture 1.3 describe how to manage a dislocation 1.4 demonstrate the application of a support sling and an elevation sling			
2 Be able to provide first aid to an infant and a child with a head, a neck and a back injury	2.1 describe how to recognise and manage head injuries including: a concussion b skull fracture c cerebral compression 2.2 demonstrate how to manage a suspected spinal injury			
3 Know how to provide first aid to an infant and a child with conditions affecting the eyes, ears and nose	3.1 describe how to manage an infant and a child with foreign bodies in their eyes, ears and nose 3.2 describe how to recognise and manage common eye injuries			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to provide first aid to an infant and a child with a chronic medical condition or sudden illness	4.1 describe how to recognise and manage chronic medical conditions including: <ul style="list-style-type: none"> a sickle cell anaemia b diabetes c asthma 4.2 describe how to recognise and manage serious sudden illnesses including: <ul style="list-style-type: none"> a Meningitis b Febrile convulsions 			
5 Know how to provide first aid to an infant and a child who is experiencing the effects of extreme heat and cold	5.1 describe how to recognise and treat the effects of extreme cold for an infant and a child 5.2 describe how to recognise and treat the effects of extreme heat for an infant and a child			
6 Know how to provide first aid to an infant and a child who has sustained an electric shock	6.1 describe how to safely manage an incident involving electricity 6.2 describe first aid treatments for electric shock incidents			
7 Know how to provide first aid to an infant and a child with burns or scalds	7.1 describe how to recognise the severity of burns and scalds to an infant and a child and respond accordingly 7.2 describe how to treat burns and scalds to an infant and a child			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
8	Know how to provide first aid to an infant and a child who has been poisoned	8.1 describe how poisons enter the body 8.2 describe how to recognise and treat an infant and a child affected by common poisonous substances, including plants 8.3 identify sources of information that provide procedures for treating those affected by poisonous substances			
9	Know how to provide first aid to an infant and a child who has been bitten or stung	9.1 describe how to recognise the severity of bites and stings to an infant and a child and respond accordingly 9.2 describe how to recognise and treat bites and stings			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 24: Paediatric Emergency First Aid

Unit code:	PEFAP001
Unit reference number:	F/600/2036
Level:	2
Credit value:	1
Guided learning hours:	10

Unit summary

The purpose of the unit is for the learner to attain knowledge and practical competences required to deal with the range of paediatric emergency first aid situations contained in this unit.

Assessment requirements/evidence requirements

Please note that all practical assessment within this unit related to the demonstration of first aid skills must only be carried out on infant and child manikins. *There is no requirement to show competence in a real-life situation.*

It is essential that this unit is delivered by a competent and qualified first aid trainer who holds a current trainer's certificate.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand the role of the paediatric first aider

Principles of first aid management: to preserve life, to prevent deterioration, to promote recovery; understanding of limits of own role; prevention of cross infection between self and casualties

Equipment: Personal Protective Equipment (PPE) eg face shield, pocket mask, gloves; appropriate use of; hand hygiene; contents of a first aid kit and their uses; maintenance of equipment

Accident/incident records: accurate and full completion of records

Definitions: an infant (under 12 months) and a child (1-5 years) for the purposes of first aid treatment

2 Be able to assess an emergency situation and act safely and effectively

Assessing situations: assessing the level of safety/conducting a scene survey; managing situations including bleeding and shock; dealing with bystanders/persons affected by the situation; Paediatric Assessment Triangle; producing an emergency action plan; knowing when and how to call for help; assessing the level of injury/assessing for life threatening injuries; conducting a primary survey on an infant and a child

AVPU (Alert, Voice, Pain, Unresponsive): the four outcomes of AVPU; key responses to follow for each one (Danger, Response, Shout, Airway, Breathing)

Secondary surveys: questioning the casualty, checking vital signs, head-to-toe examinations; reasons for secondary surveys; the care cycle

3 Be able to provide first aid for an infant and a child who is unresponsive and breathing normally

Recovery position: importance of; how to use it; correct recovery position for an infant; correct recovery position for a child; reasons for checking the airway; pulse and respiration; need for continual monitoring of vital signs; accurate recording of vital signs; checking levels of response

4 Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally

Assessing breathing: importance of sending for help; knowing when to begin CPR

CPR: correct CPR procedures for an infant and a child; assessing response; maintenance of the airway; demonstration of CPR competencies on infant and child manikins; alternative ventilation procedures, mouth to nose, mouth to stoma, mouth to pocket mask

Seizures: managing febrile convulsions in infants and young children, removal of clothing, techniques for tepid sponging; removal of potential sources of injury; maintaining a safe environment for the infant/child; continual monitoring of condition; dealing with bystanders; support of an infant and a child immediately following the seizure

5 Be able to provide first aid for an infant and a child who has a foreign body airway obstruction

Level of obstruction: scene surveys with infants and children; choking recognition in infants and children; identifying level of obstruction (mild to severe)

Treatment: encouraging coughing in mild obstructions to eject the foreign body; infants (procedure for giving back blows, procedure for giving chest thrusts, when to administer CPR); children (procedure for back blows, procedure for abdominal thrusts, dealing with the unresponsive child/when to begin CPR) procedure to follow after administering treatment

6 Be able to provide first aid to an infant and a child who is wounded and bleeding

Identification of extent of wound: primary survey; common wounds eg severe grazes, minor head injuries due to falls, inaccurate use of sharp implements such as scissors

First aid: managing minor bleeding; managing major external bleeding; application of direct pressure; application of bandages; elevation of affected limb; use and application of elevation slings; knowledge of pressure points; checking for foreign bodies and debris; application of indirect pressure where foreign bodies are embedded in the wound; demonstrating relevant competencies; procedures for cleaning minor wounds; use of PPE; hand hygiene; reassurance of infants and children; completion of accident/incident forms

7 Know how to provide first aid to an infant and a child who is suffering from shock

Recognising symptoms of shock: primary survey; symptoms of shock; signs of anaphylaxis

Management: positioning infants and children; maintenance of clear airway; maintenance of normal body temperature; using the Care Cycle to monitor the patient; importance of reassurance; the Sampson grading system; removal of allergens; importance of allergen history; need for clear airway; knowledge of relevant medication; administration of medication; use of Epipen; obtaining expert help

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the role of the paediatric first aider	1.1 identify the responsibilities of a paediatric first aider 1.2 describe how to minimise the risk of infection to self and others 1.3 describe suitable first aid equipment, including personal protection, and how it is used appropriately 1.4 identify what information needs to be included in an accident report/incident record, and how to record it 1.5 define an 'infant' and a 'child' for the purposes of first aid treatment			
2 Be able to assess an emergency situation and act safely and effectively	2.1 demonstrate how to conduct a scene survey 2.2 demonstrate how to conduct a primary survey on an infant and a child 2.3 identify when and how to call for help			
3 Be able to provide first aid for an infant and a child who is unresponsive and breathing normally	3.1 demonstrate how to place an infant and a child into the appropriate recovery position 3.2 describe how to continually assess and monitor an infant and a child whilst in your care			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally	4.1 identify when to administer CPR to an unresponsive infant and an unresponsive child who is not breathing normally 4.2 demonstrate how to administer CPR using an infant and a child manikin 4.3 describe how to deal with an infant and a child who is experiencing a seizure			
5	Be able to provide first aid for an infant and a child who has a foreign body airway obstruction	5.1 differentiate between a mild and a severe airway obstruction 5.2 demonstrate how to treat an infant and a child who is choking 5.3 describe the procedure to be followed after administering the treatment for choking			
6	Be able to provide first aid to an infant and a child who is wounded and bleeding	6.1 describe common types of wounds 6.2 describe the types and severity of bleeding and the affect that it has on an infant and a child 6.3 demonstrate the safe and effective management for the control of minor and major external bleeding 6.4 describe how to administer first aid for minor injuries			
7	Know how to provide first aid to an infant and a child who is suffering from shock	7.1 describe how to recognise and manage an infant and a child who is suffering from shock 7.2 describe how to recognise and manage an infant and a child who is suffering from anaphylactic shock			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 25: Introductory Awareness of Sensory Loss

Unit code:	MU 2.1
Unit reference number:	F/601/3442
Level:	2
Credit value:	2
Guided learning hours:	16

Unit summary

The purpose of this unit is to provide the learner with introductory knowledge about sensory loss

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills For Care and Development's Assessment Strategy.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these	1.1 Describe how a range of factors have a negative and positive impact on individuals with sensory loss 1.2 Identify steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss 1.3 Explain how individuals with sensory loss can be disabled by attitudes and beliefs 1.4 Identify steps that could be taken to overcome disabling attitudes and beliefs			
2 Understand the importance of effective communication for individuals with sensory loss	2.1 Outline what needs to be considered when communicating with individuals with: <ul style="list-style-type: none"> • sight loss • hearing loss • deafblindness 2.2 Describe how effective communication may have a positive impact on the lives of individuals with sensory loss 2.3 Explain how information can be made accessible to individuals with sensory loss			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Know the main causes and conditions of sensory loss	3.1 Outline the main causes of sensory loss 3.2 Explain the difference between congenital and acquired sensory loss 3.3 State what percentage of the general population is likely to have sensory loss			
4	Know how to recognise when an individual may be experiencing sight and/or hearing loss	4.1 Outline the indicators and signs of: <ul style="list-style-type: none"> • sight loss • deafblindness • hearing loss 4.2 Explain where additional advice and support can be sourced in relation to sensory loss			
5	Know how to report concerns about sensory loss	5.1 Describe to whom and how concerns about sight and/or hearing loss can be reported			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 26: Introductory Awareness of Models of Disability

Unit code: SS OP 2.1

Unit reference number: Y/601/3446

Level: 2

Credit value: 2

Guided learning hours: 15

Unit summary

The purpose of this unit is to provide the learner with introductory knowledge about the medical and social needs of disability.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills For Care and Development's Assessment Strategy.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the difference between the medical and social models of disability	1.1 Describe the medical model of disability 1.2 Describe the social model of disability 1.3 Outline how each of the models has developed and evolved over time 1.4 Give examples of where each model of disability may be used in service delivery			
2 Understand how the adoption of models of disability impact on the wellbeing and quality of life of individuals	2.1 Identify how the principles of each model are reflected in service delivery 2.2 Explain how each of the models of disability impacts on the <ul style="list-style-type: none"> • inclusion • rights • autonomy • needs of individuals 2.3 Explain how own practice promotes the principle of inclusion			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 27: Support Children and Young People at Meal or Snack Times

Unit code: TDA2.14

Unit reference number: A/601/6517

Level: 2

Credit value: 3

Guided learning hours: 18

Unit summary

This unit provides the knowledge, understanding and skills required to support children and young people at meal or snack times. It covers the principles of healthy eating and requires demonstration of competence in supporting hygiene and positive behaviour at meal and snack times.

Assessment requirements/evidence requirements

This unit must be assessed in accordance with TDA's assessment principles. Assessment criteria 4.2, 4.3, 5.2 and 5.3 must be assessed in the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Know the principles of healthy eating for children and young people

Nutritional requirements of a healthy diet for children and young people: the requirements of a balanced meal; different nutrients and proportions of nutrients; proteins, fats, carbohydrates, vitamins, minerals, water, fibre; recommended daily amounts; suitable sized portions

Examples of healthy meals and snacks for children and young people: well-balanced meals containing food that provides all the nutrients that the body needs in the right quantities; menu plans should be suitable for children and young people

Impact of culture, religion and health conditions on food choices: diets of different groups; religious aspects of food; dietary principles of religious groups; vegetarians and vegans; food allergies and intolerances

2 Know the benefits of healthy eating for children and young people

Benefits of healthy eating for children and young people: healthy growth and development; maintain healthy energy levels, required for healthy immunity, good concentration, establishing healthy eating habits

Possible consequences of an unhealthy diet: adverse effect on general health and wellbeing; adverse effect on development of child or young person; more susceptible to illness; increased possibility of obesity, poor concentration levels, moodiness, poor energy levels

Allergenic reactions to food: signs and symptoms of anaphylactic shock; signs and symptoms of allergic reactions; how to respond to possible reactions; any medical treatment that might be required and importance of obtaining medical treatment as soon as possible; understanding that severe food allergies can be life-threatening

Advice on dietary concerns: eg GP, health visitor, dietician, Children's Centre staff, early years professional in setting

3 Know how to encourage children and young people to make healthier food choices

Food policy of the setting: policy should outline mealtime arrangements; menu choices to reflect a variety of suitable foods that provide a balanced meal and meet dietary requirements; awareness of requirements of vegan diet, vegetarian diet, those with food intolerances, those with allergies; role of practitioner in encouraging children to try different foods but not force them to eat; ensuring drinking water is constantly available for children or young people

Encouraging children and young people to make healthy food choices and eat food provided for them: eg being a positive role model, encouraging children to try new foods but not force them to eat food, presenting food in an attractive way, presenting food in easy-to-manage portions, involving children and young people in the preparation of food, growing own vegetables and fruit, not using food as a punishment or reward, encouraging young children to feed themselves

4 Be able to support hygiene during meal and snack times

Importance of personal hygiene at meal and snack times: awareness that young children are particularly vulnerable to the bacteria that cause food poisoning or gastroenteritis; importance of hand-washing prior to eating; hand-washing prior to preparing foods; preventing the spread of germs

Good hygiene practice in relation to own role in food handling and waste disposal: good hygiene practice eg following rules for hand-washing, following rules for food handling and appropriate storage of food.

Ways of encouraging children and young people's personal hygiene at meal and snack times: eg integrate hand-washing into the daily routine, expectation that children and young people will wash their hands prior to eating, use of praise and positive feedback to encourage young children to develop good personal hygiene practices at meal and snack times

5 Be able to support the code of conduct and policies for meal and snack times

The setting's code of conduct and policies for meal and snack times: appropriate expectations of children and young people at meal times; understanding of meal and snack-related policies; understanding the role of the practitioner in supporting children and young people during mealtimes

Supporting and encouraging children and young people's positive behaviour in the dining area: eg modelling positive behaviour, set clear expectations, praise for good behaviour, positive reinforcement, involve the children or young people in creating rules for meal and snack time, eat with the children and young people at mealtimes, encourage positive interactions at meal times between children and young people

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the principles of healthy eating for children and young people	1.1 outline the nutritional requirements of a healthy diet for children and young people 1.2 describe examples of healthy meals and snacks for children and young people 1.3 describe how culture, religion and health conditions impact on food choices			
2 Know the benefits of healthy eating for children and young people	2.1 describe the benefits of healthy eating for children and young people 2.2 describe the possible consequences of an unhealthy diet 2.3 describe how to recognise and deal with allergenic reactions to food 2.4 describe where to get advice on dietary concerns			
3 Know how to encourage children and young people to make healthier food choices	3.1 describe the food policy of the setting 3.2 describe with examples ways of encouraging children and young people: a to make healthier food choices b to eat the food provided for them			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to support hygiene during meal or snack times	4.1 explain the importance of personal hygiene at meal and snack times 4.2 demonstrate good hygiene practice in relation to own role in food handling and waste disposal 4.3 demonstrate ways of encouraging children and young people's personal hygiene at meal and/or snack times			
5	Be able to support the code of conduct and policies for meal and snack times	5.1 describe the setting's code of conduct and policies for meal and snack times 5.2 apply skills and techniques for supporting and encouraging children and young people's positive behaviour in the dining area including table manners 5.3 apply skills and techniques for dealing with inappropriate behaviour in the dining area			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 28: Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings

Unit code:	SHC 24
Unit reference number:	H/601/5474
Level:	2
Credit value:	1
Guided learning hours:	9

Unit summary

This unit is aimed at those who are newly commencing or plan to work in health or social care settings with adults or children. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care

Assessment requirements/evidence requirements

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the implications of duty of care	1.1 Define the term 'duty of care' 1.2 Describe how the duty of care affects own work role			
2 Understand support available for addressing dilemmas that may arise about duty of care	2.1 Describe dilemmas that may arise between the duty of care and an individual's rights 2.2 Explain where to get additional support and advice about how to resolve such dilemmas			
3 Know how to respond to complaints	3.1 Describe how to respond to complaints 3.2 Identify the main points of agreed procedures for handling complaints 3.3 Describe own role in responding to complaints as part of own duty of care			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

Skills for Care and Development

2nd Floor

City Exchange

11 Albion Street

Leeds

LS1 5ES

Telephone: 0113 390 7666

Fax: 0113 2468066

Email: sscinfo@skillsforcareanddevelopment.org.uk

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html

Online support: find the answers to your questions in Knowledge Base, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

14 Contact us

We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us at:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Quality assurance

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

Centres offering Edexcel NVQs/Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites
- and throughput of learners
- and turnover of assessors
- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a BTEC Apprenticeship framework) a single standards verifier will be allocated to verify all elements of the BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the *UK NVQ Quality Assurance Centre Handbook* and the *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at www.pearsonwbl.edexcel.com/NVQ-competence-based.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson qualifications through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualification in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications* for further details. qualifications.pearson.com

Annexe C: Assessment requirements/strategy

The qualification is internally assessed and verified and externally verified according to Pearson's quality control processes and in line with Skills for Care and Development's QCF Assessment principles, as set out in the Skills for Care and Development QCF Assessment Principles Statement below.

Those qualified to make Quality Assurance Decisions

Skills for Care and Development has specified that awarding organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

Those conducting the internal quality assurance decisions (internal verifiers) must

- hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments. By default, this is currently the Internal Verifier unit V1 (and by implication legacy D34 unit). In future, the suitable internal verifier qualification will be the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice but an appropriate equivalent may apply
- have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
- be fully conversant with the standards and assessment criteria in the units to be assessed
- understand the awarding organisation's quality assurance systems and requirements for this qualification

If a centre wishes to make an application to include other qualifications that they feel qualifies an individual to make assessment decisions, they should contact the Pearson Business Manager in writing, giving full details of the qualification. The Centre's application will be considered in consultation with other awarding organisations and CWDC Skills for Care and Development to ensure a consistency of approach. Pearson will maintain an up-to-date list of suitable qualifications on our website, qualifications.pearson.com.

Skills for Care and Development QCF Assessment Principles Statement:

1 Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.
- 1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2 Assessment principles

- 2.1 Assessment decisions for competence based learning outcomes (eg those beginning with 'to 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.
- 2.2 Assessment decisions for competence based learning outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence
- 2.4 Simulation may only be utilised as an assessment method for competence based Learning Outcome where this is specified in the assessment requirements of the unit'.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge based learning outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor.

- 2.8 Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3 Internal Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4 Definitions

- 4.1 Occupationally competent:
This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.2 Occupationally knowledgeable:
This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.3 Qualified to make assessment decisions:
This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.
- 4.4 Qualified to make quality assurance decisions:
Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.
- 4.5 Expert witness:
An expert witness must:
- have a working knowledge of the QCF units on which their expertise is based
 - be occupationally competent in their area of expertise
 - have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Annexe D: Skills for Care and Development List of Qualifications for Assessors

Skills for Care and Development (SfCD) has specified that each assessor for this qualification must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. In conjunction with other awarding organisations, SfCD has prepared a provisional and indicative list of qualifications to include any of the following (*this list is current as of October 2010. Centres are advised to check the Pearson website for updated lists*):

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods **and** A2 Assessing Candidates' Performance through Observation
- QCF Level 3 Award in Assessing Competence in the Work Environment (*for competence/skills Learning outcomes only*)
- QCF Level 3 Award in Assessing Vocationally Related Achievement (*for knowledge Learning outcomes only*)
- QCF Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post-Compulsory Education (PCE)
- The Practice Teacher Award
- Mentorship and Assessment in Health and Social Care Settings
- Preparing to Teach in the Lifeline Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS)

Annexe E: Training and Development Agency for Schools QCF Assessment Strategy

Certain units in this qualification (*as indicated in the Assessment requirements/evidence requirements section of the unit*) should be assessed in line with the Training and Development Agency for Schools QCF Assessment principles, as set out in the Training and Development Agency for Schools QCF Assessment Principles Statement below.

Training and Development Agency for Schools QCF Assessment Principles Statement:

1 Introduction

- 1.1 The Training and Development Agency for Schools (TDA) is the sector body for the school workforce in England. The TDA's vision for qualifications for school support staff was set out in its Sector Qualification Strategy for school support staff which was published in January 2009 after widespread consultation with the sector.
- 1.2 These Assessment Principles set out the approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework issued by OFQUAL. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.
- 1.3 These principles are derived from those developed by Skills for Care and Development (SfCD). A large number of units covered by the SfCD assessment principles are included in qualifications for the children's workforce in schools to support integrated ways of working and workforce mobility. Consistency of approach in assessment across units developed by different sectors will support awarding organisations to develop clear and fit for purpose assessment methodologies.
- 1.4 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the QCF arrangements.
- 1.5 These principles apply to those units developed by the TDA. Units included in qualifications for school based staff that have been developed by other Sector Skills Councils or Sector Bodies will need to be assessed in accordance with any assessment principles and requirements set by those organisations.

2 Assessment Principles

- 2.1 Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.
- 2.2 Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence.
- 2.4 Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.
- 2.5 Expert witnesses can be used for direct observation where:
 - they have occupational expertise for specialist areas, or
 - the observation is of a particularly sensitive nature.The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based assessment criteria must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based assessment criteria must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3 Internal Quality Assurance

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions as determined by the Awarding Organisation.

4 Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should have relevant knowledge and understanding, and be able to assess this in units:

- designed to test specific knowledge and understanding, or
- where knowledge and understanding are components of competency.

This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions: Awarding Organisations must ensure that those making assessment decisions have the necessary expertise to do so, which may include having, or be working towards, appropriate qualifications.

4.4 Qualified to make quality assurance decisions: Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the QCF units for which they are providing witness testimony
- be occupationally competent in their area of expertise
- have EITHER any qualification that includes assessment of workplace
- performance AND/OR a professional work role which involves evaluating the everyday practice of staff

April 2017

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