City & Guilds Level 2 Diploma in Children's Care Learning and Development (Northern Ireland) (3087-02)

August 2019 Version 2.1

Qualification Handbook

Qualification at a glance

City & Guilds number	3087
Entry requirements	None
Assessment types	Portfolio
Approvals	Automatic approval for existing centres/ Full approval for new centres
Support materials	Qualification Handbook Learning Assistant
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds qualification number	QAN
City & Guilds Level 2 Diploma in Children's Care Learning and Development (Northern Ireland)	370	480	3087-02	603/5089/1

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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	This qualification meets the needs of learners who work or want to work with babies and young children in a wide range of early years settings including full daycare, sessional and, childminding and out of school clubs for example in the roles of: • Early Years Assistant • Childminder • Nursery Nurse • Sure Start Assistant • Family Support Worker • Playgroup Assistant
What does the qualification cover?	It allows learners to learn about child development (0-12 years) and to develop and refine some of the practical and technical skills required for employment and/or career progression in the Early Years and Childcare Sector working with children from 0 – 5 years 11 months
What opportunities for progression are there?	It allows learners to progress into and within employment or to the following City & Guilds qualifications, provided they have attained a relevant role: • 4227-06 City & Guilds Level 3 Diploma in Childcare Learning and Development (Northern Ireland)
Who did we develop the qualification with?	Northern Ireland Social Care Council (NISCC), external stakeholders, other Awarding Organisations
Is it part of an apprenticeship framework or initiative?	Yes

Structure - City & Guilds Level 2 Diploma in Children's Care Learning and Development (Northern Ireland)

To achieve the City & Guilds Level 2 Diploma in Children's Care Learning and Development (Northern Ireland) learners must achieve a total of 48 credits from the mandatory units.

City & Guilds unit number	Unit title	GLH	Credit
Mandatory			
201	Context, principles and values that underpin practice	50	6
202	Communication and partnership working	30	4
203	Safeguarding children	30	4
204	Keeping children safe, healthy and well	60	7
205	Support children's personal care and nutrition	40	5
206	Supporting children's development	60	8
207	Support children's play, learning and development	60	8
208	Contribute to the support of children with disabilities and/or special needs	40	6

Grading

This qualification is graded as pass/fail.

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
City & Guilds Level 2 Diploma in Children's Care Learning and Development (Northern Ireland)	370	480

2 Centre requirements

Approval

You will be automatically approved to offer the City & Guilds Level 2 Diploma in Children's Care, Learning and Development (Northern Ireland) (3087-02), if your centre is already approved to offer and have been delivering any of the following qualifications:

- City & Guilds Level 2 Diploma for Children's Care, Learning and Development (Wales & Northern Ireland) (4227-02)
- City & Guilds Level 3 Diploma for Children's Care, Learning and Development (Wales & Northern Ireland) (4227-06)
- City & Guilds Level 5 Diploma in Leadership for Children's Care, Learning and Development: Advanced Practice (Wales & Northern Ireland) (4227-07)
- City & Guilds Level 5 Diploma in Leadership for Children's Care, Learning and Development (Wales & Northern Ireland) (4227-08)

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the Centre Manual - Supporting Customer Excellence for further information https://www.cityandguilds.com/delivering-our-qualifications/centre-development/quality-assurance/quality-assurance-documents

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

Occupational Placement

If learners are not already in employment, centres must ensure that they have the opportunity to develop their practical and technical skills through an occupational placement.

The benefit of a meaningful occupational placement has been agreed in collaboration with the Northern Ireland Social Care Council, the Northern Ireland Childcare Partnerships, representatives from the key voluntary agencies, the Early Years Organisation, the Northern Ireland Childminding Association and Playboard NI, representatives from approved centres and other Awarding Organisations involved in the development process. Centres must ensure that learners have access to an appropriate setting that supports the generation of evidence 'on-the-job'; simulation is not permitted.

Centres using placements in schools are expected to consider and demonstrate that opportunities for observation and performance evidence are robust and are in keeping with the role and purpose of the qualification.

The placement hours for this qualification have been set at 350-400 hours. Centres must be able to demonstrate how the primary evidence for the qualification has been achieved during the required placement hours. The learner must complete these hours in regulated settings working with children in their early years, i.e. with babies and young children from 0 – 5 years 11 months.

Please note that funders may also have placement expectations however where these are less than indicated above, centres must ensure that full qualification placement requirement is achieved before applying for certification.

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- Centre staff should hold, or be working towards the relevant Assessor/Internal Quality Assurer TAQA qualification for their role in delivering, assessing and quality assuring this qualification, and meet the relevant experience requirements
- where assessors or quality assurance staff are working towards qualifications, their assessment and quality assurance decisions should be countersigned by a qualified assessor or quality assurer
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Assessors

- Assessors must be able to demonstrate that they have verifiable, relevant and sufficient occupational competence to evaluate and judge performance and knowledge evidence requirements as set out in the relevant unit learning outcomes and associated assessment criteria
- This will be demonstrated either by holding a relevant qualification or by proven experience of the occupational areas to be assessed. The assessor's competence must, at the very least, be at the same level as that required of the learner(s) in the units being assessed.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments

Learner entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as this qualification is not approved for learners under 16.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Data protection, confidentiality and legal requirements

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

Confidential records used as evidence

Learners may quite appropriately cite confidential records as evidence in their qualification as long as the parent, or their advocate, has given written and informed consent for records to be used for this purpose. Where appropriate, learners should seek consent from individual children and respect the child's right to refuse.

Confidential records should never be included in learners' portfolio of evidence and should be examined in-situ by the qualified, occupationally competent assessor. Assessors/learners should describe and record what evidence has been provided and where the evidence is located.

The External Quality Assurer (EQA) may wish to discuss such evidence with the centre as part of the verification process, but would not normally require sight of confidential records.

However, in the unlikely event that the EQA should have concerns about the quality of such evidence, they will, after discussion and agreement with the quality team, acquaint the centre management with their concerns. They may also seek consent to access such records from the organisation which has responsibility for the safe keeping of the particular confidential records in question.

Images of minors being used as evidence

Photographs and video or other electronic recordings are often used in settings to support the child assessment process and to celebrate children's experiences and achievements. Photographs and video/recording should always be treated as a confidential record and, by preference*, left in situ in the CCLD setting and must not be placed in the portfolio of evidence. Candidates must seek permission before referring to photographs and/or other images (video/electronic recordings) in their assessment records and images must not be used inappropriately (eg to embellish/decorate a portfolio). Tutor/assessors must ensure that permission has been secured before accepting such evidence and before viewing images in situ.

Throughout the assessment journey, centres must seek to safeguard the privacy of children and ensure that they fully meet the requirements of child protection practice. If videos or photographs of minors (those under 18) are referred to as part of the assessment process, both the centre and candidate have shared responsibilities relating to child protection legislation.

It is the responsibility of the centre to inform the candidate of the need to obtain written permission from the minor's parent/guardian. This must be in place prior to making references to images in assessment records and before tutor/assessors can view visual displays and pictorial records/reports.

Assessment centres must also ensure that all assessment staff are suitably qualified and approved to work in close proximity to and have access to children and vulnerable people. When seeking permission to make references to child images as part of the assessment process, candidates and centres must ensure that clear information has been shared in relation to:

- reasons for and restrictions to referring to photographs or video recordings as evidence
- period of time for which the photographs or video recordings may need to be retained by the setting in order that the assessment process can be facilitated
- the requirement of the candidate and centre to respect the setting's obligation to keep photographs or video recordings secure from unauthorised access
- the requirement of the candidate and centre to respect the settings obligation to provide secure electronic storage requirement of photographs or video recordings.

*City & Guilds recognise the increasing role that social media and technologies play in day to day CCLD practice, e.g. Tapestry online learning journal, and that e-portfolios are part of modern assessment practice. When combined this can present centres with specific challenges regarding confidentiality, anonymity, cyber security and data protection. In these circumstances centres must ensure that the employer and families/carers have provided informed consent specifically relating to the inclusion of digital recorded child observations within an e-portfolio. Centres must demonstrate that the e-portfolio system used incorporates sufficiently robust safeguards regarding data storage and access protocols; and that they are maintained to meet GDPR standards.

Vetting requirements for those working or on occupational placement within regulated childcare provision

Prior to work or placement commencing, learners must undergo an Enhanced Disclosure with barred list vetting checks using the Access NI processes. This must be fully completed, and agreed by the relevant Trust, who will issue a Vetting Clearance Letter to either the work setting or to the educational provider. Please note that an Enhanced Disclosure can only be requested if the

workplace or setting is a registered body with AccessNI. Individuals can only apply to AccessNI if they have a personal identification number (PIN) from a registered provider.

The full vetting process does not only refer to a criminal record checks but includes medical references, employment and personal references and Social Services checks. Vetting will be carried out in line with the agreed Regional Vetting Procedure. For full details on the vetting process refer to **VET/1 document Childminding and Day care Vetting Procedure** which is available from each Trust. Further information about the AccessNI process is available here

Support materials

The following resources are available for this qualification:

Description	How to access
Qualification Handbook	www.cityandguilds.com
Learning Assistant	www.learningassistant.com

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

4 Assessment

Assessment strategy

The City & Guilds Level 2 Diploma in Children's Care, Learning and Development (Northern Ireland) (3087-02) is a competence-based qualification which is assessed by a portfolio of evidence. The learner is measured against learning outcomes and assessment criteria described in each unit of the qualification. The learner must meet all the learning outcomes within the chosen units and meet the rules of combination to be able to be awarded the qualification.

This qualification and its units must be assessed in line with the set of assessment principles agreed by Skills for Care & Development for use in relevant social care qualifications across the United Kingdom. These Assessment Principles are published on the Skills for Care and Development website: https://skillsforcareanddevelopment.org.uk/

Centres must carry out a robust initial assessment to ensure that the learner has the opportunity to provide evidence against all the requirements of the qualification.

There will be a combination of assessment methods for this qualification. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged.

Direct observation of candidate's performance by a qualified occupationally competent assessor and the assessor's judgement on testimony from an Expert Witness Testimony are the main methods of assessment and main source of evidence.

Simulation is not permitted for any of the units within this qualification.

If learners are on placement in schools the centre must confirm that the learner will be able to generate reliable evidence of real work activity that reflects the role and purpose of the qualification

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

Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment, but the final assessment decision must show application of knowledge within the real work environment.

Evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

Confidential records must not be included in learners' portfolios but must be referred to in the assessment records. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.

The assessor role can be as part of a wider role within an organisation's training department. Where the assessor is not occupationally competent in a specialist area, expert witnesses can be used for direct observation.
The use of expert witnesses should be determined and agreed by the assessor. An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony

- be occupationally competent in the area for which they are providing expert testimony
- have **EITHER** any qualification in assessment of workplace performance **OR** a work role which involves evaluating the everyday practice of staff.

Expert witnesses can also be used for direct observation where:

- they have occupational expertise for specialist areas, or
- the observation is of a particularly sensitive nature
- have either any qualification that includes assessment of workplace performance and/or a professional work role which involves evaluating the everyday practice of staff

Summary of assessment methods

Candidates must:

- have a completed portfolio which includes evidence for each unit.

Time constraints

The following must be applied to the assessment of this qualification:

- All evidence must be completed and assessed within the learner's period of registration

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience, or qualifications which have already been achieved, to contribute to a new qualification.

For this qualification, RPL is allowed and is not sector specific.

Observation requirements

The prime source of evidence for the practical and technical skill based learning outcomes within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely, expert witnesses may provide testimony for the occupationally specific units.

Additional assessment methods or evidence sources

In addition to observation, assessors should identify an appropriate mix of other assessment methods from the list below, to ensure that all the assessment criteria are sufficiently evidenced to allow them to demonstrate the consistency of the learner's practice for each unit.

- Expert witnesses may observe learner practice and provide testimony for competence based units. This will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe their learner she/he will identify an expert witness in the workplace, who will provide testimony of the learner's work based performance.
- Work products can be any relevant products of learners' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.

- Professional discussion should be in the form of a planned and structured review of learners' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence of the learner's ability to evaluate their knowledge and practice across the qualification.
- Learner/reflective accounts describe learner's actions in particular situations and/or reflect on the reasons for practicing in the ways selected. Reflective accounts also provide evidence that learners can evaluate their knowledge and practice across the activities embedded in this qualification.
- Questions asked by assessors and answered by learners to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing learner practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
- Witness testimonies should be from people who are in a position to provide evidence of learner competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is exerted to provide it.
- Projects/assignments learners may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used.
- Case studies must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.
  NB Confidential records must not be included in learners' portfolios but must be referred to in the assessment records.

Assessment decisions for the technical and skill based assessment criteria must be made by an assessor with appropriate occupational competence.

5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- Title
- Level
- Guided learning hours (GLH)
- Learning outcomes, which are comprised of a number of assessment criteria

Range statements, or lists that provide amplification for specific learning outcomes and/or assessment criteria, define the breadth or scope of a specific area by setting out the various circumstances in which they could be applied. Learners are only required to provide performance evidence of range that relate directly to their own job roles. The assessor must use their professional judgement regarding whether evidence to cover other items in the range is required to confer occupational competence or to demonstrate sufficient breadth and depth of knowledge. This should be agreed when planning the assessment.

Specialist equipment or commodities may not be available to all centres, so centres should ensure that their delivery covers their use. This may be covered by a practical demonstration (e.g. audio visual). For the practical assessments for this qualification, centres should ensure that there are sufficient resources to complete tasks but are not required to use all the equipment or commodities in the range.

Units are based on the current version of the relevant NOS.

Unit 201 Context, principles and values that underpin practice

Unit level:	2
Credit value:	6
GLH:	50
Unit aim:	This unit provides learners with the knowledge and understanding of the values and principles required to work in early years. It will provide an understanding of relevant legislation and the importance of working in an inclusive way.

Learning outcome

The learner will:

1 Understand the range and purpose of early years services and the legislative frameworks linked to delivery

Assessment criteria

The learner can:

1.1 Explore the range and purpose of early years services
1.2 Outline job roles in the early years services
1.3 Outline relevant legislation and regulation requirements for early years services
1.4 Describe how relevant legislation and regulation supports the delivery of early years services
1.5 Describe how children and families can benefit from early years services in terms of early intervention care, learning and development
1.6 Explain the importance of engaging with parents and carers
1.7 Describe what is meant by child centred practice

Range

(AC1.3) **Services:**

- private sector
- voluntary sector
- community sector
- statutory sector

Learning outcome

The learner will:

2 Understand the principles and values of early years practice

Assessment criteria

The learner can:

2.1 Outline the principles and values that underpin early years practice
2.2 Explain how principles and values support professional practice
2.3 Explore what these principles and values mean to you
2.4 Outline how the principles and values can be applied in practice
2.5 Explain how continuous reflection and improvement supports professional practice

Learning outcome

The learner will:

3 Be able to develop own professional practice

Assessment criteria

The learner can:

3.1 Use feedback on own performance to identify areas for improvement in own practice
3.2 Produce a personal development plan

Learning outcome

The learner will:

4 Understand the importance of equality and inclusion

Assessment criteria

The learner can:

4.1 Explain what is meant by the terms:
- 4.1a diversity
- 4.1b equality
- 4.1c inclusion
- 4.1d discrimination (i.e. direct; indirect; harassment; victimisation)

4.2 Describe ways in which discrimination may occur in the workplace:
- 4.2a directly
- 4.2b indirectly

4.3 Describe how to challenge discrimination in a way that:
- 4.3a encourages positive change

4.3b values children's identity and beliefs

Range

(AC4.1) **Guidance to terms:**

- equity
- radicalisation
- extremism
- economic
- migration
- asylum
- cultural competence

Learning outcome

The learner will:

5 Be able to work in an inclusive way

Assessment criteria

The learner can:

5.1 Outline the codes of professional practice relating to equality, diversity and inclusion

5.2 Reflect on own role in supporting an inclusive environment

5.3 Demonstrate inclusive practice

5.4 Describe how and when to access information, advice and support about the provision of an inclusive environment

Unit 202 Communication and partnership working

Unit level:	2
Credit value:	4
GLH:	30
Unit aim:	This unit provides learners with the understanding, knowledge and skills required to communicate successfully, ensure records and reports are maintained in line with the organisation's policies and procedures and that supports partnership working.

Learning outcome

The learner will:

1 Understand communication in early years services

Assessment criteria

The learner can:

1.1 Identify reasons why people communicate

1.2 Describe how communication affects all aspects of own work

1.3 Explain how an individual's communication and language needs, wishes and preferences impacts on effective communication

1.4 Explain why it is important to observe an individual's reactions when communicating with him/her

Learning outcome

The learner will:

2 Be able to communicate

Assessment criteria

The learner can:

2.1 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences:

- 2.1a verbal
- 2.1b non-verbal
- 2.1c other

2.2 Explain when and how to seek advice on communication needs

2.3 Reduce the barriers to communication

2.4 Reflect on the importance of listening and active participation when communicating with others

Range

(AC2.1) **Verbal:**

- vocabulary, linguistic tone, pitch

Non-verbal:

- eye contact, touch, physical gestures, body language, behaviour

Other:

- written, sign, Braille, assistive technology, social media

Learning outcome

The learner will:

3 Be able to share and record information in line with policies and procedures in the work setting

Assessment criteria

The learner can:

3.1 Explain the terms:

- 3.1a confidentiality
- 3.1b data protection
- 3.1c whistleblowing

3.2 Reflect on how you share information with others in line with role and responsibilities

3.3 Record and store information in line with organisational policy and procedures

3.4 Explain why there may be conflicts or dilemmas in relation to sharing information and maintaining confidentiality

3.5 Explain the process in your work setting in regard to:

- 3.5a making referrals
- 3.5b why referrals are made
- 3.5c why other agencies are involved
- 3.5d securing informed consent

Range

(AC3.3) **Guidance re organisation policies and procedures** on information sharing including:

- relevant legislation and regulations

(AC3.4) **Guidance re social media** including:

- policies and procedures on social media

(AC3.5c) **Other agencies** may include:

- professionals
- multi-disciplinary teams

(AC3.5d) **Securing informed consent** including:

- protocols and regulations for supporting informed consent

Learning outcome

The learner will:

4 Understand partnership working

Assessment criteria

The learner can:

4.1 Identify who relevant partners would be in own early years services

4.2 Explore the characteristics of partnership working to include

- 4.2a communication and information sharing
- 4.2b responsibilities
- 4.2c shared goals and boundaries
- 4.2d child centred approaches
- 4.2e power dynamics
- 4.2f conflicts and dilemmas
- 4.2g establishing and maintaining relationships

4.3 Identify the barriers to partnership working

4.4 Explain why working in partnership with others is important

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Range

(AC4.4) **Others:**

- professionals
- multi-disciplinary teams
- parents and carers

Unit 203 Safeguarding children

Unit level:	2
Credit value:	4
GLH:	30
Unit aim:	This unit provides learners with the understanding, knowledge and skills to support the safeguarding of children.

Learning outcome

The learner will:

1 Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children

Assessment criteria

The learner can:

1.1 Outline the current legislation, guidelines, policies and procedures for safeguarding the welfare of children

1.2 Describe the roles of different agencies involved in safeguarding the welfare of children in the context of own work setting

1.3 Outline the potential tension between maintaining confidentiality with the need to disclose information:

- 1.3a where abuse of a child is suspected
- 1.3b when it is suspected that a crime has been/may be committed

1.4 Outline legislation, guidelines, policies and procedures in relation to e-safety:

- 1.4a internet
- 1.4b mobile phones
- 1.4c social networking and gaming
- 1.4d use of laptops and tablets
- 1.4d other electronic learning tools and media

Range

(AC1.1) **Legislation, guidelines, policies and procedures** to include for example:

- Safeguarding Board Act NI 2011
- Criminal Law Act (Northern Ireland) 1967
- The Children (Northern Ireland) Order 1995
- Children and Young People's Strategy 2017-2027: (Department for Education, 2016)

- Co-operating to Safeguard Children and young people in Northern Ireland (Department of Health, 2017)
- Revised regional core child protection policies and procedures for Northern Ireland (Safeguarding Board for Northern Ireland, 2018)

Learning outcome

The learner will:

2 Understand how to respond to evidence or concerns that a child has been abused, harmed or bullied

Assessment criteria

The learner can:

2.1 Explain the characteristics of different types of child abuse:
- 2.1a categories
- 2.1b bullying

2.2 Outline the potential impact of abuse on children's health and development

2.3 Describe actions to take in response to disclosure/s or concerns

Range

(AC2.1) **Categories:**
- sexual
- physical
- emotional
- neglect
- exploitation

(AC2.2) **Potential impact** may include:
- Adverse Childhood Experiences (ACEs)
- domestic violence
- mental health

Learning outcome

The learner will:

3 Understand how to work in ways that safeguard children, and practitioners

Assessment criteria

The learner can:

3.1 Describe how practitioners can take steps to protect themselves from allegations and complaints within their everyday practice in a work setting (refer to guidance provided by regulators)

3.2 Outline the policy, process and protocols relating to whistleblowing

3.3 Identify ways in which concerns about poor practice can be reported

3.4 Identify where to access sources of support where concerns have not been addressed

3.5 Describe the principles and boundaries of confidentiality in relation to safeguarding

Range

(AC3.2) **Processes and protocols** to include those whose practice is being questioned and the whistleblower/s

Unit 204 Keeping children safe, healthy and well

Unit level:	2
Credit value:	7
GLH:	60
Unit aim:	This unit provides learners with the understanding, knowledge and skills to support children's safety, health and wellbeing.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

1.1 Outline the health and safety legislation and policies and procedures
1.2 Identify the lines of responsibility and reporting for health and safety
1.3 Explain the principles of risk assessment

Range

(AC1.3) **Risk assessment**
Refer to Health and Safety Executive Northern Ireland (HSENI), 5 steps risk assessment

Learning outcome

The learner will:

2 Be able to recognise risks and hazards

Assessment criteria

The learner can:

2.1 Outline the differences between risk and hazard
2.2 Identify potential hazards to the health, safety and security of children
2.3 Undertake a health and safety risk assessment

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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:

- 3.2a fires
- 3.2b security incidents
- 3.2c emergency incidents
- 3.2d lock ins

Range

(AC3.1) **Incidents and emergencies** may include:

Incidents

- non serious falls
- bumps
- stings
- bites
- sprains
- minor falls & injuries including biting

Emergencies such as

- missing children
- evacuation

Learning outcome

The learner will:

4 Know how to recognise and respond to children's minor illness, injury, infection, infestation and notifiable diseases

Assessment criteria

The learner can:

4.1 Identify the common physical and behavioural signs and symptoms of:

- 4.1a minor illness
- 4.1b injury
- 4.1c infection
- 4.1d infestation
- 4.1e notifiable diseases

4.2 Outline the factors and practices that increase the likelihood of infection

4.3 Outline ways infection is transmitted

4.4 Identify the incubation and infectious periods of:

- 4.4a minor illness
- 4.4b notifiable diseases

4.5 Explain why it is important to report and record child:

- 4.5a minor illness
- 4.5b injury
- 4.5c infection
- 4.5d infestations
- 4.5e notifiable diseases

4.6 Summarise procedures for reporting:

- 4.6a minor illness
- 4.6b injury
- 4.6c infection
- 4.6d infestations
- 4.6e notifiable diseases

4.7 Outline the potential impact on a child's health of not taking appropriate treatment

4.8 Outline how to work in a child centred way when a child becomes ill or injured

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Range

(AC4.1a) **Minor illness and signs of illness** to include

- cough
- cold
- earache
- sore throat
- croup
- fever and high temperature
- diarrhoea and vomiting
- sunburn
- heatstroke

(AC4.1b) **Injury and signs of injury s**uch as fractures and unconsciousness

(AC4.1d) **Infestations and signs of infestations** to include

- ringworm
- tapeworm
- head lice
- herpes simplex
- impetigo
- conjunctivitis
- scabies

(AC4.1e) **Common childhood illness and notifiable diseases** to include

- mumps
- rubella
- polio
- chicken pox
- viral/bacterial meningitis
- food poisoning
- gastroenteritis
- whooping cough
- scarlet fever

Learning outcome

The learner will:

5 Know about national immunisation programmes for common childhood illnesses and notifiable diseases

Assessment criteria

The learner can:

5.1 Outline the aims of national immunisation programmes

5.2 Explain the importance of being supportive and non-judgemental of parental immunisation choice

5.3 Describe the possible reactions children may have to immunisation:

- 5.3a behavioural
- 5.3b physical

5.4 Outline the actions to take when there are concerns about children's reactions to immunisations

Learning outcome

The learner will:

6 Be able to follow infection control procedures

Assessment criteria

The learner can:

6.1 Outline procedures for infection control in own work setting

6.2 Describe personal protective clothing that is used to prevent the spread of infection

6.3 Use personal protective equipment as appropriate

6.4 Use hand washing techniques to avoid the spread of infection

6.5 Demonstrate safe disposal of waste to avoid the spread of infection

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

7.1 Summarise the procedures of the work setting governing the receipt, storage and administration of medications

7.2 Explain how the procedures of the work setting protect both children and practitioners

7.3 Outline the links between misadministration of medication and safeguarding

Unit 205 Support children's personal care and nutrition

Unit level:	2
Credit value:	5
GLH:	40
Unit aim:	This unit provides learners with the understanding, knowledge and skills to provide support for children's personal care and nutrition.

Learning outcome

The learner will:

1 Be able to support the personal care needs of children within a positive environment

Assessment criteria

The learner can:

1.1 Explain how to effectively care for children's skin, hair and teeth

1.2 Support personal care routines that meet the individual needs of children and promote their independence

1.3 Explain how a positive environment enables a child centred approach to personal care for children and families

1.4 Describe the importance for physical and mental wellbeing of balancing periods of physical activity with rest and quiet time

Learning outcome

The learner will:

2 Know the principles and benefits of healthy eating for children at defined stages of development

Assessment criteria

The learner can:

2.1 Outline national nutritional guidelines for a healthy diet for children at defined stages of development:

- 2.1a 0-6 months
- 2.1b 6 months-1 year

2.1c 1 year-4 years

2.1d 5 years and over

2.2 Describe the benefits of healthy meals and snacks for children

2.3 Describe the possible consequences of an unhealthy diet:

2.3a short term

2.3b long term

2.4 Describe how culture, religion and health conditions influence food choices

2.5 Identify where to get advice on dietary concerns

Learning outcome

The learner will:

3 Know how to encourage children to make healthier food and drink choices

Assessment criteria

The learner can:

3.1 Describe the food and drink policies and procedures of the setting

3.2 Explain why children should have access to fresh drinking water at all times

3.3 Apply skills and techniques for supporting and encouraging children's positive interaction and learning during meal and snack times

---

Range

(AC3.1) Additional Guidance for **healthier food choices** in relation to:

- meals provided in the setting
- packed lunches
- snacks
- meals and snacks purchased off-site

Learning outcome

The learner will:

4 Be able to support hygiene during meal or snack times

Assessment criteria

The learner can:

4.1 Explain the importance of personal hygiene at meal and snack times

4.2 Demonstrate good hygiene practice

4.2a in relation to own role

4.2b to support children's self-help skills and learning & development

4.3 Demonstrate ways of encouraging children's personal hygiene at meal and/or snack times

Unit 206 Supporting children's development

Unit level:	2
Credit value:	8
GLH:	60
Unit aim:	This unit provides learners with the understanding, knowledge and skills to support the holistic development and growth of children.

Learning outcome

The learner will:

1 Know the main stages of child and young person development

Assessment criteria

The learner can:

1.1 Describe the main areas of children's development from pre-conception to 12 years
- 1.1a neurological & brain development
- 1.1b physical
- 1.1c language/communication
- 1.1d intellectual/cognitive
- 1.1e social, emotional, behavioural/moral

1.2 Outline the expected stages of development from pre-conception to 12 years

1.3 Describe how different aspects of development can affect one another

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

2.1 Describe with examples the kinds of influences and experiences that may affect children's development including:
- 2.1a parent/carer
- 2.1b health
- 2.1c environment

2.1d education
2.1e nature/nurture
2.1f Adverse Childhood Experiences (ACEs)
2.1g exposure to risk

2.2 Explain the importance of recognising and responding to concerns about children's development

2.3 Explain what is meant by the term risk benefit and explain why this is important to support children's development

---

Range

(AC2.1) **Influences** to include:

- positive and negative influences

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

3.1 Identify the transitions experienced by most children

3.2 Identify transitions that only some children experience

3.3 Identify change that children may experience

3.4 Describe how different transitions and change may affect children's short and long term behaviour and development

3.5 Explain how children's transitions can be supported by

3.5a individuals

3.5b groups

Range

(AC3.1) **Transitions:**

Transitions refer to any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. Transitions include those that are common to all children such as moving school and puberty.

(AC3.3) **Change:**

- sudden change e.g. bereavement, removal of parent/carer, change in family situation
- gradual change: e.g. birth of sibling

(AC3.4) **Different transitions** may include:

- emotional, affected by personal experience e.g. bereavement, entering/leaving care

- physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another
- physiological e.g. puberty, long term medical conditions
- intellectual e.g. moving from preschool to primary to post primary
- smaller daily transitions
- between carers

(AC3.5) **Individuals and groups:**

- family/carers
- peers
- practitioner
- professional

Learning outcome

The learner will:

4 Be able to contribute to the observation and planning cycle

Assessment criteria

The learner can:

4.1 Identify a range of different observation methods and their use

4.2 Describe how different observation methods can be used to support children's development

4.3 Observe and record the holistic growth of children using suitable observation methods

- 4.3a physical
- 4.3b language/communication
- 4.3c intellectual/cognitive
- 4.3d social, emotional, behavioural/moral

4.4 Evaluate your observations and record findings

4.5 Devise a plan based on your findings that aims to support a positive outcome

4.6 Implement the planned activities with children to support their individual development needs

4.7 Contribute to the evaluation of the activities to support the children's identified development needs

4.8 Reflect on your role in the observation and planning cycle to support children's development

---

Range

(AC4.1) **Different observation methods** may include:

- running records
- diary
- anecdotal
- time sampling
- event recording

- checklist
- narrative
- group, solo and 1-2-1 interaction
- observation with or without adults
- electronic methods used in your work setting

(AC4.6) **Planned activities** may:

- take into account the work setting's assessment that identifies how development needs of children can be met in the work setting
- meet individual needs (personalised)
- reflect children's interests and views
- be play based
- provide challenge
- support development

(AC4.8) **Guidance on observation and planning:**

- framework/s
- confidentiality
- avoiding bias
- children's wishes, views and feelings
- information from parents, carers, children and young people, other professionals and colleagues
- risk benefit

Learning outcome

The learner will:

5 Understand how to support positive behaviour in early years settings

Assessment criteria

The learner can:

5.1 Outline expected behaviours linked to children's age and stage of development

5.2 Explain factors and triggers that may influence children's behaviour

5.3 Explain how the policies and procedures of the work setting contribute to the understanding and support of children's behaviour

5.4 Describe the benefits of encouraging and rewarding behaviour to:

- 5.4a the child
- 5.4b other children in the work setting
- 5.4c parents/carers

5.5 Outline what is meant by the following terms:

- 5.5a antecedents
- 5.5b behaviour
- 5.5c consequences

5.6 Role model the standard of behaviour expected of children within the work setting

5.7 Support the child to develop strategies to self-regulate their behaviour

5.8 Identify the process for recording behaviour concerns

Range

(AC5.2) **Examples of factors and triggers** could include:

- environment
- separation from parent/carer
- special needs
- gender
- previous experience
- continuity
- consistency of approach
- other children
- the child
- parent/carers

Unit 207 Support children's play, learning and development

Unit level:	2
Credit value:	8
GLH:	60
Unit aim:	This unit supports learners' understanding, knowledge and skills required to support children's wellbeing through play, learning and development.

Learning outcome

The learner will:

1 Understand the importance of play for children's health, wellbeing, learning and development

Assessment criteria

The learner can:

1.1 Outline the legislative frameworks and curriculum guidance within Northern Ireland for Early Years services

1.2 Explain the play policy in the setting

1.3 Describe how different types of play support children's development and well being

1.4 Explain the difference between adult directed play and child led play

Range

(AC1.1) **Legislative frameworks and curriculum guidance:**

- UN Convention on the Rights of the Child 1989
- CCEA Preschool Curriculum Guidance
- Children (Northern Ireland) Order 1995
- DHSSPS Minimum Standards for Day Care for Children under Age 12 (July 2012) and the associated Implementation Guidance
- Care for Children Under Age 12 July 2012 and the associated Implementation Guidance
- Learning to Learn – A Framework for Early Years Education and learning October 2013

(AC1.3) **Types of play** may include:

- symbolic play
- rough and tumble play

- socio-dramatic play
- social play
- creative play
- communication play
- dramatic play
- locomotor play
- deep play
- exploratory play
- fantasy play
- imaginative play
- mastery play
- object play
- role play
- recapitulative play

Learning outcome

The learner will:

2 Be able to support an enabling and accessible indoor and outdoor play environment for all children

Assessment criteria

The learner can:

2.1 Describe what is meant by an enabling play environment
2.2 Use child centred approaches to engage children in playful opportunities and experiences
2.3 Support children to explore and investigate playful opportunities or experiences
2.4 Provide flexible and varied opportunities, experiences and resources to support children's play choices
2.5 Respond to children's play interests and play cues
2.6 Create areas of engagement and interest that illustrate children's learning and development through play
2.7 Show interest and encourage children during play opportunities and experiences
2.8 Support the preparation of a range of play opportunities and experiences that enable children to engage at their own pace:
- 2.8a 1:1
- 2.8b group basis
- 2.8c inside
- 2.8d outside

Range

(AC2.6) **Areas of engagement** may include:

- wall displays
- table displays
- natural objects

(AC2.8) **Range of play** may include:

- symbolic play
- rough and tumble play
- socio-dramatic play
- social play
- creative play
- communication play
- dramatic play
- locomotor play
- deep play
- exploratory play
- fantasy play
- imaginative play
- mastery play
- object play
- role play
- recapitulative play

Learning outcome

The learner will:

3 Contribute to the support of play opportunities and experiences that promote health, wellbeing, learning and development

Assessment criteria

The learner can:

3.1 Plan play opportunities and experiences to support children's development and wellbeing to include:

- 3.1a creativity & creative learning
- 3.1b mathematical skills
- 3.1c world around us
- 3.1d music, rhythm & rhyme
- 3.1e speech, language & communication
- 3.1f physical
- 3.1g personal & social

3.2 Implement the play opportunities and experiences to support children's health, wellbeing, learning and development

3.3 Reflect on children's participation during the play opportunities and experiences to include

- 3.3a creativity & creative learning
- 3.3b mathematical skills
- 3.3c world around us
- 3.3d music, rhythm & rhyme
- 3.3e speech, language & communication

3.3f physical

3.3g personal & social

3.4 Seek and respond to children's feedback after play opportunities and experiences

3.5 Reflect on your own practice and learning during and after the play opportunities and experiences

Range

(AC3.1) **Guidance re play opportunities and experience:**

3.1 a-g refer to aspects of development and wellbeing

Use ICT as appropriate for age and stage of development

(AC3.3) **Guidance re play opportunities and experience:**

3.3 a-g require the learner to reflect on how children's participation has contributed to their health, wellbeing, learning and development

Use ICT as appropriate for age and stage of development

Learning outcome

The learner will:

4 Be able to support children's play and learning through risk and challenge

Assessment criteria

The learner can:

4.1 Outline the value of risk and challenge in children's play, learning and development

4.2 Describe what is meant by 'unacceptable risk and challenge' in children's play, learning and development both indoors and outdoors

4.3 Describe why it is important for children to be able to manage risk and challenge for themselves

4.4 Encourage children to balance risk and challenge in line with health and safety requirements during their play:

4.4a indoor

4.4b outdoor

Range

(AC4.1) **Play** may include:

- creative play
- physical play
- imaginative/ pretend play
- environmental play

Unit 208 Contribute to the support of children with disabilities and/or special needs

Unit level:	2
Credit value:	6
GLH:	40
Unit aim:	This unit will give learners the understanding, knowledge and skills to help them support children with disabilities.

Learning outcome

The learner will:

1 Know the difference between the medical and social models of disability

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

2 Understand how the adoption of models of disability impact on the wellbeing and quality of life of individuals

Assessment criteria

The learner can:

2.1 Describe how each model of disability affects the way early years services are provided
2.2 Explain how attitude and values influence models of disability and the impact on:
- 2.2a equality, diversity and inclusion
- 2.2b rights
- 2.2c autonomy
- 2.2d the needs of individuals
- 2.2e access to services

2.3 Outline how support services can improve the life chances of children with additional needs

Learning outcome

The learner will:

3 Know how additional needs can occur

Assessment criteria

The learner can:

3.1 Outline potential causes of additional needs to include
- 3.1a acquired
- 3.1b congenital
- 3.1c genetic

3.2 Explain the term co-morbidity

3.3 Outline potential co-morbidity associated with additional needs

Range

(AC3.3) **Potential co-morbidity:**
Where a child with an additional need has more than one need and where these co-exist taking all needs into account

Learning outcome

The learner will:

4 Know the principles of working inclusively with children with additional needs

Assessment criteria

The learner can:

4.1 Outline the legislation standards and guidance that applies to the provision of services to disabled children and/or additional needs

4.2 Explain the importance of working in partnership with parents and carers to support the inclusion of children with disabilities and/or additional needs

4.3 Outline how caring for a child with additional needs may impact on parents, families and carers

4.4 Describe the steps that should be taken by early years providers to ensure that service provision is inclusive and accessible

Learning outcome

The learner will:

5 Be able to contribute to the learning, play or leisure opportunities and experiences for children with additional needs

Assessment criteria

The learner can:

5.1 Explain why it is important for children with additional needs to have equal opportunities for holistic learning, growth and development, including taking risks

5.2 Identify the specialist aids and equipment that are available for children with additional needs

5.3 Demonstrate how the environment, resources, opportunities and experiences are adapted to enable children with additional needs to participate

5.4 Use child centred approaches and active support to engage children with additional needs in meaningful play, learning and leisure opportunities and experiences during

- 5.4a planning
- 5.4b implementation
- 5.4c review
- 5.4d evaluation

5.5 Demonstrate how to show interest and encouragement during play, learning and leisure opportunities and experiences

Learning outcome

The learner will:

6 Be able to evaluate own contribution to supporting children with additional needs

Assessment criteria

The learner can:

6.1 Review how own working practice has contributed to the children's level of engagement and enjoyment of play, learning and leisure opportunities and experiences

6.2 Adapt own practice to meet the needs of individual children

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues.

Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden**: how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Appendix 2 Useful contacts

UK learners General qualification information	**E: learnersupport@cityandguilds.com**
International learners General qualification information	**E: intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	**E: centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	**E: singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	**E: intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	**E: walledgarden@cityandguilds.com**

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