

Level 3 Extended Diploma in Children's Care, Learning and Development (Northern Ireland (3609-13))

November 2017 Version 1.1



Qualification at a glance

| | |
|---------------------------------------|--|
| Subject area | Child Development and Wellbeing |
| City & Guilds number | 3609-13 |
| Age group approved | 16+ |
| Assessment | Externally set, internally marked and externally verified assignments Portfolio of evidence |
| Fast track | See page 14 |
| Support materials | Centre handbook Assessment pack |
| Registration and certification | Consult the Walled Garden/Online Catalogue for last dates |
| UCAS tariff | See page 29 |

| Title and level | City & Guilds number | Accreditation number | GLH | TQT |
|--|---------------------------------|-----------------------------|------------|------------|
| Level 3 Extended Diploma in Children's Care, Learning and Development (Northern Ireland) | 3609-13 | 601/5912/1 | 1016 | 1500 |

| Version and date | Change detail | Section |
|-------------------------|---------------------------|--------------------------------------|
| 1.1 November 2017 | Added TQT and GLH details | Qualification at a Glance, Structure |
| | Deleted QCF | Throughout |



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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? | <p>This qualification meets the needs of learners who work or want to work with children in a wide range of settings, for example in the roles of:</p> <ul style="list-style-type: none">• Childcare Practitioner (within playgroups, crèches or day nurseries)• Early Years Room Supervisor• Nursery Nurse• Out of School/After School Assistant. |
| What does the qualification cover? | <p>This qualification is compliant with the knowledge and practical skills required to practice at Level 3 in the Early Years and Childcare sector in Northern Ireland and fulfils the requirement laid out in the Minimum Inspection Standards.</p> <p>Learners will learn, develop and practise the skills required for employment and/or career progression in the Early Years and Childcare sector.</p> |
| Who did we develop the qualification with? | <p>This qualification has been developed in collaboration with employers, sector experts, colleges and training providers.</p> |
| What opportunities for progression are there? | <p>On completion of this qualification learners may progress into employment within the children care sector, progress in their current role or onto further learning.</p> <p>Careful selection of units and relevant experience could enable learners to:</p> <ul style="list-style-type: none">• be qualified to hold a recognised Level 3 role within the Early Years and Childcare sector in Northern Ireland• complete the Level 3 Award in Induction into Playwork (4964-03)• complete the Level 3 Certificate in Playwork (4964-03)• meet the transferable requirements for the new L3 Early Years Educator roles in England.• provide continuous professional development opportunities to learners who have already attained the L3 Diploma Children's Care Learning and Development. |

Structure

To achieve the **Level 3 Extended Diploma in Children's Care, Learning and Development (Northern Ireland)** learners must achieve a minimum of **150** credits for the full qualification.

- **75** credits from the mandatory group:
 - 49 credits from (301 or 371), 302, (303 or 373), 304- 306, (307 or 377), 308- 310, (311 or 381), 312- 316
 - 26 credits from the extended mandatory group 300, 317, 400-402
- **75** credits from 201, (320 or 390), 321-326, 328-342, 350, (403 or 473), 404-407, of which **16** credits must be achieved from units 201, (320 or 390), 321-326, 328-336, 350 (403 or 473), 404-407.

The remaining **59** credits can be achieved from any of the other units within the group, however the selection should reflect the aim, curriculum and age range of the setting in which the learner is working and/or their plans for career progression and professional development.

For information about units with dual assessment method see page 11.

| Unit accreditation number | City & Guilds unit no. | Unit title | Credit value | Unit level | GLH |
|--|------------------------|---|--------------|------------|-----|
| Mandatory units (to be completed during Year 1) | | | | | |
| L/601/1693 | 301 | Understand child and young person development | 4 | 3 | 30 |
| R/601/1694 | 302 | Promote child and young person development | 3 | 3 | 25 |
| Y/601/1695 | 303 | Understand how to safeguard the wellbeing of children and young people | 3 | 3 | 25 |
| D/601/1696 | 304 | Support children and young people's health and safety | 2 | 3 | 15 |
| H/601/1697 | 305 | Develop positive relationships with children, young people and others involved in their care | 1 | 3 | 8 |
| K/601/1698 | 306 | Working together for the benefit of children and young people | 2 | 3 | 15 |
| M/601/1699 | 307 | Understand how to support positive outcomes for children and young people | 3 | 3 | 25 |
| J/601/1434 | 308 | Promote communication in health, social care or children's and young people's settings | 3 | 3 | 10 |
| A/601/1429 | 309 | Engage in personal development in health, social care or children's and young people's settings | 3 | 3 | 10 |

| Unit accreditation number | City & Guilds unit no. | Unit title | Credit value | Unit level | GLH |
|--|------------------------|--|--------------|------------|-----|
| Y/601/1437 | 310 | Promote equality and inclusion in health, social care or children's and young people's settings | 2 | 3 | 8 |
| R/601/1436 | 311 | Principles for implementing duty of care in health, social care or children's and young people's settings | 1 | 3 | 5 |
| J/600/9781 | 312 | Context and principles for early years provision | 4 | 3 | 24 |
| L/600/9782 | 313 | Promote learning and development in the early years | 5 | 3 | 40 |
| Y/600/9784 | 314 | Promote children's welfare and wellbeing in the early years | 6 | 3 | 45 |
| H/600/9786 | 315 | Professional practice in early years settings | 3 | 3 | 20 |
| T/600/9789 | 316 | Support children's speech, language and communication | 4 | 3 | 30 |
| Extended Mandatory Units (available to Year 2 or for post qualifying learners only) | | | | | |
| K/506/0194 | 300 | Developing effective study skills | 4 | 3 | 30 |
| J/507/0909 | 317 | Early intervention models and programmes | 4 | 3 | 27 |
| M/506/0195 | 400 | Theories which underpin practice in the early years sector | 7 | 4 | 46 |
| H/506/0193 | 401 | Child development from conception to 7 years | 7 | 4 | 31 |
| A/506/0197 | 402 | Observation and assessment in the early years sector | 4 | 4 | 25 |
| Optional Group B Units (available to Year 1, Year 2 and post qualifying learners) | | | | | |
| T/601/9450 | 201 | Meet food safety requirements when providing food and drink for individuals | 2 | 2 | 15 |
| M/601/2884 | 320 | Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties | 3 | 3 | 25 |
| A/601/0121 | 321 | Work with babies and young children to promote their development and learning | 6 | 3 | 45 |

| Unit accreditation number | City & Guilds unit no. | Unit title | Credit value | Unit level | GLH |
|----------------------------------|-----------------------------------|--|---------------------|-------------------|------------|
| D/601/0130 | 322 | Care for the physical and nutritional needs of babies and young children | 6 | 3 | 45 |
| L/601/2861 | 323 | Support positive practice with children and young people with speech, language and communication needs | 4 | 3 | 28 |
| K/601/3225 | 324 | Promote children in early years settings acquiring a new language through immersion | 4 | 3 | 29 |
| T/602/1876 | 325 | Promote children's experiential learning | 6 | 3 | 44 |
| F/601/3473 | 326 | Understand models of disability | 3 | 3 | 26 |
| L/504/2187 | 328 | Support children's physical development through activities | 4 | 3 | 27 |
| R/504/2188 | 329 | Support children's learning in ICT | 4 | 3 | 27 |
| Y/504/2189 | 330 | Support children's outdoor play | 4 | 3 | 27 |
| L/504/2190 | 331 | Support children's mathematical development | 4 | 3 | 27 |
| R/504/2191 | 332 | Support children's language, literacy and communication | 4 | 3 | 27 |
| Y/504/2192 | 333 | Support children's knowledge and understanding of the world | 4 | 3 | 27 |
| H/504/2194 | 334 | Contribute to effective team working in health and social care or children and young people's settings | 4 | 3 | 25 |
| L/504/2206 | 335 | Support the development of positive behaviour in children | 3 | 3 | 22 |
| A/503/2576 | 336 | Promote nutrition and hydration in early years and childcare settings | 4 | 3 | 32 |
| M/502/3812 | 350 | Engage with parents in their children's early learning | 3 | 3 | 20 |
| F/600/9777 | 403 | Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage | 5 | 4 | 40 |

| Unit accreditation number | City & Guilds unit no. | Unit title | Credit value | Unit level | GLH |
|--|------------------------|---|--------------|------------|-----|
| M/601/0133 | 404 | Promote young children's physical activity and movement skills | 3 | 3 | 22 |
| A/601/0135 | 405 | Promote creativity and creative learning in young children | 5 | 4 | 35 |
| R/601/1369 | 406 | Support children and young people to have positive relationships | 3 | 3 | 20 |
| H/602/3185 | 407 | Understanding professional supervision practice | 3 | 4 | 22 |
| Extended Optional B Units (available to Year 2 and post qualifying learners only) | | | | | |
| J/602/1798 | 337 | Understand playwork principles | 4 | 3 | 35 |
| L/602/1799 | 338 | Understand children and young people's self directed play | 5 | 3 | 35 |
| T/602/1800 | 339 | Understand the organisational framework for play | 4 | 3 | 35 |
| A/602/1801 | 340 | Understand the relationships in the play environment | 3 | 3 | 20 |
| F/602/1802 | 341 | Understand health, safety and security in the play environment | 2 | 3 | 15 |
| J/602/1803 | 342 | Understand how to plan for and support children and young people's self-directed play | 5 | 3 | 40 |

Units with dual assessment method

The units listed in the table below can be assessed by **either**:

- the portfolio of evidence, or
- an assignment.

City & Guilds has produced sample assignments which can be used, but centres may devise their own.

Candidates are not required to complete both the portfolio of evidence and the assignment for the unit, but can use a combination to achieve the qualification.

The numbers indicated in the table below must be used to claim the results according to the chosen assessment method.

| Unit accreditation number | Unit title | Assignment | Portfolio of evidence |
|---------------------------|--|------------|-----------------------|
| L/601/1693 | Understand child and young person development | 301 | 371 |
| Y/601/1695 | Understand how to safeguard the well being of children and young people | 303 | 373 |
| M/601/1699 | Understand how to support positive outcomes for children and young people | 307 | 377 |
| R/601/1436 | Principles for implementing duty of care in health, social care or children's and young people's settings | 311 | 381 |
| M/601/2884 | Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties | 320 | 390 |
| F/600/9777 | Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage | 403 | 473 |
| | | | |

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 |
|--|------|------|
| Level 3 Extended Diploma in Children's Care, Learning and Development (Northern Ireland) | 1016 | 1500 |

Delivery guidance

The delivery of the full qualification should be over a 2-year full time programme of study. Learners must achieve a minimum total of 150 credits as follows:

Year 1 required unit selection and rules of combination – total credit 65:

49 credits from mandatory units: (301 or 371), 302, (303 or 373), 304- 306, (307 or 377), 308- 310, (311 or 381), 312- 316

16 credits from optional group B: 201, (320 or 390) 321-326; 328-336; 350, (403 or 473), 404-407.

NB: Completion of the units as listed above will support certification of Level 3 Diploma Children's Care Learning and Development (4227-06). This will act as an early exit point at the end of Year 1 for those learners choosing not to progress to Year 2.

The Level 3 Diploma in Children's Care Learning and Development (4227-06) is a required qualification to work as a Level 3 Early Years Childcare Practitioner in Northern Ireland.

Year 2 required unit selection and rules of combination – total minimum credit 85:

26 credits from extended mandatory units 300, 317, 400, 401, 402

59 credits from either optional B or extended optional B unit groups.

NB: Optional B group units completed in Year 1 **cannot** be counted within the 59 credits completed in Year 2.

Centre guidance on unit selection:

Careful selection of units will support learners to achieve one or more of the following.

To achieve transferable Early Years Educator status for the purposes of employment at Level 3 in England learners must complete the following units:

- Unit 321 Work with babies and young children to promote their development and learning
- Unit 331 Support children's mathematical development

- Unit 332 Support children's language, literacy and communication
- Unit 350 Engage with parents in their children's early learning.

In order to work at Level 3 in England Early Years Educators need to also hold GCSE Grade A*-C in Maths and English or equivalent (see <http://www.education.gov.uk/eypqd/GCSEs.shtml>)

To achieve **Level 3 Award in Induction into Playwork** learners must complete the following units:

- Unit 303 Understand how to safeguard the well being of children and young people
- Unit 337 Understand playwork principles
- Unit 338 Understand children and young people's self directed play.

To achieve **Level 3 Certificate in Playwork** learners must complete the following units:

- Unit 303 Understand how to safeguard the well being of children and young people
- Unit 307 Understand how to support positive outcomes for children and young people
- Unit 309 Engage in personal development in health, social care or children's and young people's settings
- Unit 337 Understand playwork principles
- Unit 338 Understand children and young people's self directed play
- Unit 339 Understand the organisational framework for play
- Unit 340 Understand the relationships in the play environment
- Unit 341 Understand health, safety and security in the play environment
- Unit 342 Understand how to plan for and support children and young people's self directed play.

NB: Forced combination: Unit 337 must be completed before learners can progress onto Units 338 to 342.



2 Centre requirements

Approval

Centre approval

Centres new to City & Guilds

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to www.cityandguilds.com for further information.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification, Level 3 Diploma in Children's Care, Learning and Development (Wales and Northern Ireland) (4227-06), are required to complete a fast track approval form to receive approval for the new Level 3 Extended Diploma for Children's Care, Learning and Development (Northern Ireland) (3609-13).

Centres should use the fast track form if:

- there have been no changes to the way the 4227 qualifications are delivered at their centre, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

Existing City & Guilds centres not currently approved to offer qualifications in this area

Those City & Guilds centres already approved to deliver City & Guilds qualifications but do not have experience of delivery in this subject area will need to go through the qualification approval process.

Human resources

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Coordinator
- Lecturer/Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Quality Assurer.

Please note that centre staff are not expected to have had experience of working across the entire 0 – 19 years age range but are expected to

update their knowledge through continuing and demonstrable professional development.

Centre staff may undertake more than one role, eg tutor and assessor or Internal Quality Assurer, but must never internally verify their own assessments.

Continuing Professional Development (CPD)

Centres are expected to support their staff in ensuring that their knowledge and practice remains current. This includes currency within the occupational area and of best practice in delivery, mentoring, training, assessment and verification. It should also take account of any national or legislative developments.

Role requirements

When assessing practical competence in the Early Years Childcare setting, assessors must

- be occupationally competent
- hold or be working towards one of the following qualifications:
 - o D32//D33
 - o the A1 replacements (eg City & Guilds 6317 which includes the Level 3 Award in Assessing Competence in the Work Environment or the Level 3 Certificate in Assessing Vocational Achievement)
 - o another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the EQA and may include nationally recognised teaching qualifications.

Assessors of competence may also make assessment decisions on knowledge based units and learning outcomes.

Assessors of knowledge based units and knowledge based learning outcomes must:

- be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- hold or be working towards one of the following qualifications:
 - o D32//D33
 - o the A1 replacement qualifications such as the City & Guilds 6317:
 - Level 3 Award in Assessing Vocational Competence or
 - Level 3 Award in Assessing Vocationally Related Achievement or
 - Level 3 Certificate in Assessing Vocational Achievement or
 - another suitable qualification in the assessment of knowledge, which must be agreed in advance with the EQA and may include nationally recognised teaching qualifications.

Internal quality assurers/internal quality assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those

performing the internal quality assurance role must be occupationally knowledgeable and be qualified to make quality assurance decisions.

Qualified to Internally Quality Assure means that you must either hold or be working towards one of the following qualifications:

- D34 or V1
- The V1 replacements, eg City & Guilds 6317 such as the:
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice OR
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

In certain circumstances City & Guilds will recognise non accredited learning and experience as equivalent as follows:

If the internal quality assurer does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA standards which clearly link to other equivalent standards for Internal Quality Assurance.

Definitions

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.

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.

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.

Expert witness:

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate that they:

- have a working knowledge of the units on which their expertise is based
- are 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

- have current, or recent (within the last 2 years), experience of working at or above the level for which they are attesting competence
- can demonstrate appropriate, continuous professional development relevant to the sector for which they are attesting competence
- have no conflict of interest in the outcome of the evidence.

Lecturers/trainers/tutors in Northern Ireland

Qualifications required to teach in further education colleges in Northern Ireland

The Level 3 Extended Diploma in Children's Care Learning and Development is best suited for delivery within further education colleges or similar environments.

The Department for Employment and Learning is responsible for setting the minimum qualification requirements to teach in the further education sector in Northern Ireland. Centres must ensure that teaching staff participating in the delivery of this qualification fulfil these requirements. Further detailed information can be found at:

<http://www.delni.gov.uk/index/further-and-higher-education/further-education/eligibility-to-teach-in-a-further-education-college.htm>

Guidance for the assessment and verification for imported units

The Level 3 Extended Diploma in Children's Care, Learning and Development includes units imported from other qualifications in Playwork (Units 337-342). Assessment of these units **must** be undertaken in line with expectations laid out in the Skills Active Assessment Strategy as follows:

Sector requirements for subject competence and expertise for teaching staff including moderators involved in the delivery of playwork non-NVQ/SVQ qualifications and units

This requirement is based on the Qualifications and Curriculum Authority (QCA) document 'The statutory regulation of external qualifications' [2004] which states: 'The Awarding Body must have procedures in place for centre registration or centre approval to ensure that each centre: 11 d) undertakes to use staff and/or associates who have the necessary competence in the subject matter of the qualifications, assessment procedures and language(s) used for assessment; and has the systems that ensure consistency of standards and support equality of opportunity' – page 11, section 11.

Additionally, the playwork unit of SkillsActive, the Sector Skills Council for active leisure, learning and well-being defines necessary competence as:

- Required criteria:
 - a. Have worked with children and young people as a playworker in settings which do not conflict with the Playwork Principles and ethos of playwork.
 - b. Have sound knowledge and understanding of, and commitment to, the Playwork Principles
 - c. Been actively involved in a process of playwork Continuous Professional Development (CPD) over the last 5 years, which must

- be evidenced by a reflective account (this could include attendance at sector training days, seminars and conferences, training, reading and face to face work). The reflective account must detail the learning that has taken place eg theory and how it will/has impacted on your practice
- d. Hold or be working towards (with a dated action plan) the appropriate training qualification as required in each of the four Nations
- Desirable criterion:
 - a. Have achieved or be working towards a recognised playwork qualification on a current or historical UK qualification framework.

Overarching principles for training organisations

SkillsActive, the Sector Skills Council (SSC) for active leisure, learning and well-being, expects that all organisations delivering playwork training and qualifications to sign up to the playwork Code of Practice. The Code of Practice establishes guidance, principles and minimum standards for the delivery of training that all learners in the playwork sector should expect. More information can be found on the SkillsActive website.

Some educational institutions and training providers may like to think of this as an opportunity to review their practice and develop further:

- CPD opportunities for staff
- opportunities for staff to work across sectors
- initiatives to work with other local educational institutions/training providers, sharing staff
- an opportunity to sign up to the SkillsActive Playwork Unit's Code of Practice for the Delivery of Playwork Training and Qualifications.

Age restrictions

This Level 3 Extended Diploma is not approved for the use by those who are under 16 years of age. City & Guilds cannot accept any registrations for learners under this age. There may also be age restrictions placed on individuals when undertaking certain work activities within the Early Years and Childcare sector. Where there is uncertainty about such restrictions these should be clarified with the appropriate regulator.

Learner entry requirements

City & Guilds does not stipulate any formal entry requirements for this qualification. However to support positive outcomes for children, it is recommended that learners seek to attain literacy and numeracy qualifications at an appropriate level, eg Essential Skills at Level 2, GCSE Maths and English or equivalent.

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 young people.

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 such documents have provided and where the evidence is located.

External Quality Assurers may wish to discuss such evidence with the centre as part of the quality assurance process, but would not normally require sight of confidential records.

However, in the unlikely event that the External Quality Assurers should have concerns about the quality of such evidence, they will, after discussion and agreement with their lead verifier, acquaint the centre management with their concerns, and seek consent to access such records in situ.

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, left in situ in the childcare setting and must not be placed in the portfolio of evidence. Learners 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). 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 adults and children and young people and, in the case of the latter group, ensure that they fully meet the requirements of children protection and safeguarding practice. If videos or photographs of minors (those under 18) are referred to as part of the assessment process, both the centre and learner have shared responsibilities relating to child protection legislation.

It is the responsibility of the centre to inform the learner of the need to obtain permission from the minor's parent/guardian. This must be in place prior to making references to images in assessment records and before 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, learners 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 learner and centre to respect the setting's obligation to keep photographs or video recordings secure from unauthorised access
- the requirement of the learner and centre to respect the settings obligation to provide secure electronic storage requirement of photographs or video recordings.

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification. Centres offering these qualifications may need to provide City & Guilds with personal data for staff and Learners. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Centre Manual - Supporting Customer Excellence*.

Statement Confirming Transferability and Mutual Recognition of Childcare Qualifications for the Level 3 Early Years Educator role (England)

Applicability: Learners completing CCLD from September 2014

In recognition of the needs of the early years workforce that work across borders of Wales, Northern Ireland and England, the JABQG (EYE project group), in collaboration with the National College for Teaching and Leadership (NCTL), have mapped the Level 3 Children's Care Learning and Development (Wales and NI) to the new Level 3 Early Years Educator full and relevant criteria and the following applies:

- GCSE English and maths grade C or above or recognised equivalent see NCTL website:
<http://www.education.gov.uk/eypqd/GCSEs.shtml>
- all of the mandatory units must be achieved for the Level 3 CCLD.

The following **four** optional units must also be achieved to allow the learner to meet the Early Years Educator criteria to work in England:

- R/504/2191 Support children's language, literacy and communication (optional)
- L/504/2190 Support children's mathematical development (optional)
- A/601/0121 Work with babies and young children to promote their development and learning (optional)
- M/502/3812 – Engage with parents in their children's early learning (optional).

These units can be taken as part of the CCLD qualification or as additional units post qualifying.

It is the employers' responsibility to ensure that their employee has met this criteria. For further information please visit the Early Years Qualifications Finder at <https://www.education.gov.uk/eypqd>.

Work placement

The Level 3 Extended Diploma in Children's Care, Learning and Development incorporates the Level 3 Diploma in Children's Care, Learning and Development. This nested qualification is a requirement for employment at Level 3 within the Early Years and Childcare sector in Northern Ireland. Both qualifications include units that are about demonstrating learner competence across key aspect of Early Years and Childcare practice.

In order to meet the learning outcomes for these qualifications, City & Guilds expects that learners will fulfil a mandatory requirement of **a minimum of 100 days (700 hours)** of work experience/work placement in a real Early Years and Childcare working environment

This requirement can be achieved in the following ways:

- for learners in related employment the requirement can be met in their place of work.
- for learners with substantial prior experience of work in the child care sector, evidence of the 100 days (700 hours) can be provided from their previous supervised experience and used as an exemption for the requirement.
- for inexperienced learners who are not employed in the childcare sector the requirement will be met via unpaid work placement(s) as an integral part of the course.

The 100 (700 hours) day requirement cannot be met via time spent with children within a learner's family/extended family or through babysitting or other such informal arrangements.



3 Delivering the qualification

Initial assessment and induction

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

- if the learner 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 learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

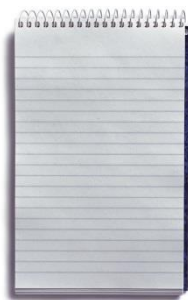
The following resources are available for this qualification:

| Description | How to access |
|---------------------------|--|
| Fast track approval forms | Available on the qualification pages on the City & Guilds Website. |
| Assignment pack | Available on the qualification pages on the City & Guilds Website. |

Recording documents

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

City & Guilds recognises several ePortfolio systems. Our own is, **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

The table below lists the available assessments for the units in the Level 3 Extended Diploma in Children's Care, Learning and Development (Northern Ireland).

| Unit | Title | Assessment method |
|------------|---|--|
| 201 | Meet food safety requirements when providing food and drink for individuals | Portfolio of evidence |
| 300 | Developing effective study skills | Portfolio of evidence |
| 301 or 371 | Understand child and young person development | Optional assignment or Portfolio of evidence |
| 302 | Promote child and young person development | Portfolio of evidence |
| 303 or 373 | Understand how to safeguard the well being of children and young people | Optional assignment or Portfolio of evidence |
| 304 | Support children and young people's health and safety | Portfolio of evidence |
| 305 | Develop positive relationships with children, young people and others involved in their care | Portfolio of evidence |
| 306 | Working together for the benefit of children and young people | Portfolio of evidence |
| 307 or 377 | Understand how to support positive outcomes for children and young people | Optional assignment or portfolio of evidence |
| 308 | Promote communication in health, social care or children's and young people's settings | Portfolio of evidence |
| 309 | Engage in personal development in health, social care or children's and young people's settings | Portfolio of evidence |
| 310 | Promote equality and inclusion in health, social care or children's and young people's settings | Portfolio of evidence |
| 311 or 381 | Principles for implementing duty of care in health, social care or children's and young people's settings | Optional assignment or portfolio of evidence |
| 312 | Context and principles for early years provision | Portfolio of evidence |
| 313 | Promote learning and development in the early years | Portfolio of evidence |

| Unit | Title | Assessment method |
|------------|--|--|
| 314 | Promote children's welfare and wellbeing in the early years | Portfolio of evidence |
| 315 | Professional practice in early years settings | Portfolio of evidence |
| 316 | Support children's speech, language and communication | Portfolio of evidence |
| 317 | Understand early intervention models | Mandatory assignment |
| 320 or 390 | Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties | Optional assignment or portfolio of evidence |
| 321 | Work with babies and young children to promote their development and learning | Portfolio of evidence |
| 322 | Care for the physical and nutritional needs of babies and young children | Portfolio of evidence |
| 323 | Support positive practice with children and young people with speech, language and communication needs | Portfolio of evidence |
| 324 | Promote children in early years settings acquiring a new language through immersion | Portfolio of evidence |
| 325 | Promote children's experimental learning | Portfolio of evidence |
| 326 | Understand models of disability | Portfolio of evidence |
| 328 | Support children's physical development through activities | Portfolio of evidence |
| 329 | Support children's learning in ICT | Portfolio of evidence |
| 330 | Support children's outdoor play | Portfolio of evidence |
| 331 | Support children's mathematical development | Portfolio of evidence |
| 332 | Support children's language, literacy and communication | Portfolio of evidence |
| 333 | Support children's knowledge and understanding of the world | Portfolio of evidence |
| 334 | Contribute to effective team working in health and social care or children and young people's settings | Portfolio of evidence |
| 335 | Support the development of positive behaviour in children | Portfolio of evidence |

| Unit | Title | Assessment method |
|-------------|--|--|
| 336 | Promote nutrition and hydration in early years and childcare settings | Portfolio of evidence |
| 337 | Understand playwork principles | Optional assignment |
| 338 | Understand children and young people's self-directed play | Optional assignment |
| 339 | Understand the organisational framework for play | Optional assignment |
| 340 | Understand the relationships in the play environment | Optional assignment |
| 341 | Understand health, safety and security in the play environment | Optional assignment |
| 342 | Understand how to plan for and support children and young people's self directed play | Optional assignment |
| 350 | Engage with parents in their children's early learning | Portfolio of evidence |
| 400 | Theories which underpin practice in the early years sector | Mandatory assignment |
| 401 | Child development from conception to 7 years | Mandatory assignment |
| 402 | Observation and assessment in the early years sector | Mandatory assignment |
| 403 or 473 | Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage | Optional assignment or portfolio of evidence |
| 404 | Promote young children's physical activity and movement skills | Portfolio of evidence |
| 405 | Promote creativity and creative learning in young children | Portfolio of evidence |
| 406 | Support children and young people to have positive relationships | Portfolio of evidence |
| 407 | Understanding professional supervision practice | Portfolio of evidence |

Time constraints

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

- centre staff should guide learners to ensure excessive evidence gathering is avoided. Centres finding that assignments are taking longer, should contact their External Quality Assurer for guidance.
- all assignments/tasks must be completed and assessed within the learner's period of registration. Centres should advise learners of any

internal timescales for the completion and marking of individual assignments.

Assessment strategy

Assessment principles

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.**

Assessment decisions for competence based learning outcomes must be made by an assessor qualified to make assessment decisions. Competence based assessment must include direct observation as the main source of evidence.

Expert witnesses can be used for direct observation ONLY 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.

Assessment of knowledge based learning outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor.

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.

Recognition of prior learning (RPL)

The City & Guilds policy on RPL can be found at:

<http://www.cityandguilds.com/Provide-Training/Centre-Support/Centre-Document-Library/Policies-and-Procedures/Quality-Assurance-Documents>.

Awarding qualification grades, including Distinction*

The following descriptions indicate the general attainment characteristics of the given grade for the **Level 3 Extended Diploma in Children's Care, Learning and Development (Northern Ireland)**.

Pass

All assignment tasks have been achieved and candidates will have:

- demonstrated understanding of the requirements and produced the minimum evidence required
- provided evidence which demonstrates knowledge relevant to the task.

Merit

Candidates need to have achieved everything at pass grade and will have:

- demonstrated sound understanding of the task and provided clear and relevant evidence
- shown the use of a range of relevant sources/resources
- presented the task well and in an organised and logical sequence
- demonstrated evidence of analysing research information
- completed the task with minimal assistance.

Distinction

Candidates need to have achieved everything at pass and merit grade and will have:

- demonstrated excellent understanding of the task with evidence of analysis and evaluation
- critically evaluated a wide range of sources/resources which are clearly referenced
- provided evidence which demonstrates a good breadth and depth of knowledge that has been used to good effect in the task
- presented the task to a high level
- provided evidence of creative and original thoughts
- worked independently throughout.

Distinction*

Candidates need to have achieved everything at distinction grade.

Fail

Candidate has not completed the assignments to the required standard.

Grading for the **Level 3 Extended Diploma in Children's Care, Learning and Development (Northern Ireland)** is derived **only from the achievement in the four extended mandatory unit assignments** (see the following page for details).

Unit 300 Developing effective study skills, which is assessed with portfolio of evidence, must be achieved before the overall grade can be claimed.

The extended mandatory assignments are externally set, internally assessed and externally verified. These all offer the grade **X/P/M/D**.

All assessments must be achieved at a minimum of pass for the qualification to be awarded.

The qualification grades available are **P/M/D/D***.

Qualification grades must be calculated by the centre based on a sum of the candidates' achievement across the mandatory assessments, and taking into account the assessments' weighting below.

| Assessment method | What is covered | Conditions | Contribution to overall grading |
|--------------------------|--|--|--|
| Assignment 1 | Observation and assessment in the early years sector | Externally set, internally marked and subject to external verification | 50% |
| Assignment 2 | Child development from conception to 7 years | Externally set, internally marked and subject to external verification | 20% |
| Assignment 3 | Theories which underpin practice in the early years sector | Externally set, internally marked and subject to external verification | 20% |
| Assignment 4 | Early intervention models and programmes | Externally set, internally marked and subject to external verification | 10% |

The points available for each assessment grade are as follows:

| | Pass | Merit | Distinction |
|---------------------------|-------------|--------------|--------------------|
| Assignment 1: 50% | 5 | 10 | 15 |
| Assignment 2: 20% | 2 | 4 | 6 |
| Assignment 3: 20 % | 2 | 4 | 6 |
| Assignment 4: 10% | 1 | 2 | 3 |

The candidate's points for each assessment are added together, and the overall grade must be determined using the following qualification grade boundaries.

| Total points from all 4 assessments | Qualification grade |
|--|----------------------------|
| 30 | Distinction* |
| 27 - 29 | Distinction |
| 17 - 26 | Merit |
| 10 - 16 | Pass |

The candidates' grade must be claimed through the Walled Garden using the relevant grading/certification module. Please see the Walled Garden for more information.

Optional assignments

City & Guilds has also developed a number of optional assignments that centres can use at their own discretion. These optional assignments do not contribute to the final grade but may meet the specific learning styles of some learners.

Please refer to the assessment pack for further information about the City & Guilds assignments available for this qualification.

UCAS tariff

City & Guilds Level 3 Extended Diploma Children's Care, Learning and Development (Northern Ireland) UCAS tariff is as follows.

| Grade | Tariff points |
|--------------|----------------------|
| D* | 420 |
| D | 360 |
| M | 240 |
| P | 120 |



5 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Glossary of words used in the units

The following key words and terms are used in the units.

| Term | Definition |
|----------|---|
| Analyse | to study or examine something in detail, in order to discover more about it |
| Assess | to judge or decide the amount, value, quality or importance of something |
| Describe | to say or write what someone or something is like |
| Evaluate | to judge or calculate the quality, importance, amount or value of something. |
| Explain | to make something clear or easy to understand by describing or giving information about it eg. how or why |
| Identify | to recognise someone or something and say or prove who or what they are |
| Produce | to make something or bring something into existence |
| Propose | to offer or state a possible plan or action (for other people to consider) |
| Research | a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding |
| Select | to choose a small number of things, or to choose by making careful decisions |
| Support | to help someone emotionally or in a practical way |
| Use | to put something such as a tool, skill or building to a particular purpose |

Unit 201

Meet food safety requirements when providing food and drink for individuals

| | |
|--|---|
| UAN: | T/601/9450 |
| Level: | 2 |
| Credit value: | 2 |
| GLH: | 15 |
| Relationship to NOS: | This unit is linked to HSC 213. |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to meet food safety requirements when preparing, serving, clearing away and storing food. |

| |
|---|
| Learning outcome |
| The learner will: 1. Understand the importance of food safety measures when providing food and drink for individuals |
| Assessment criteria |
| The learner can: 1.1 identify potential food safety hazards when preparing, serving, clearing away and storing food and drink 1.2 explain the importance of implementing food safety measures when providing food and drink for individuals 1.3 explain why personal protective clothing should be used when handling food and drink 1.4 explain why surfaces, utensils and equipment must be clean before beginning a new task 1.5 explain the importance of clearing and disposing of food waste promptly and safely 1.6 explain the importance of storing different types of food and drink safely |

| |
|--|
| Learning outcome |
| The learner will: |
| 2. Be able to maintain hygiene when handling food and drink |
| Assessment criteria |
| The learner can: |
| 2.1 explain when hands must be washed to maintain food hygiene |
| 2.2 demonstrate effective hand-washing for handling food and drink |
| 2.3 use personal protective clothing to maintain hygiene when handling food and drink |
| 2.4 ensure that all surfaces, utensils and equipment are clean before beginning a new task |

| |
|--|
| Learning outcome |
| The learner will: |
| 3. Be able to meet safety requirements when preparing and serving food and drink for individuals |
| Assessment criteria |
| The learner can: |
| 3.1 describe practices to control hazards when preparing and serving food and drink |
| 3.2 prepare food and drink in ways that minimise risks to own safety and that of others |
| 3.3 serve food and drink in ways that minimise risks to own safety and that of others |

| |
|---|
| Range |
| Others may include: |
| <ul style="list-style-type: none"> the individual family and friends of the individual colleagues. |

| |
|---|
| Learning outcome |
| The learner will: |
| 4. Be able to meet safety requirements when clearing away food and drink |
| Assessment criteria |
| The learner can: |
| 4.1 clear away food and drink in ways that minimise risks to own safety and that of others |
| 4.2 dispose of food waste promptly and safely |
| 4.3 clean utensils and equipment effectively after use |
| 4.4 store utensils and equipment safely |

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| Range |
| Others may include: |
| <ul style="list-style-type: none"> the individual family and friends of the individual |

- colleagues.

Learning outcome

The learner will:

5. Be able to store food and drink safely

Assessment criteria

The learner can:

- 5.1 describe practices to control food safety hazards when storing different types of food and drink
- 5.2 store different types of food and drink safely

Learning outcome

The learner will:

6. Know how to access additional advice or support about food safety

Assessment criteria

The learner can:

- 6.1 identify sources of information about food safety
- 6.2 describe how to access advice and support about own role in maintaining food safety when providing food and drink for **individuals**

Range

Individuals is someone requiring care or support.

Unit 300

Developing effective study skills

| | |
|----------------------|---|
| UAN: | K/506/0194 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 30 |
| Aim: | This unit will highlight the importance of planning for and reviewing professional development. It will enable learners to explore study skills and apply the knowledge of how study skills are used to inform continuing professional development. |

| |
|---|
| Learning outcome |
| The learner will: 1. Understand how to develop study skills |
| Assessment criteria |
| The learner can: 1.1 explain the reasons for developing study skills in the early years sector 1.2 explain the components of study skills |

| |
|---|
| Learning outcome |
| The learner will: 2. Know a range of study strategies and techniques |
| Assessment criteria |
| The learner can: 2.1 explain creative strategies for: a. generating ideas through study b. organising information c. structuring ideas 2.2 explain different techniques that may be used to improve memory 2.3 explain how information may be: a. identified from a variety of sources b. evaluated and selected 2.4 explain strategies to avoid plagiarism during study |

| |
|--|
| Learning outcome |
| The learner will: |
| 3. Know the factors that affect study |
| Assessment criteria |
| The learner can: |
| 3.1 explain the type of environments that are conducive to study |
| 3.2 Summarise the tools/resources required to enable study |
| 3.3 analyse support systems which may enable study |
| 3.4 explain the way an individual's circumstances may impact on study |
| 3.5 evaluate factors that affect own ability to study |
| 3.6 propose strategies to optimise own study |

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| Range |
| Support systems <ul style="list-style-type: none"> • Peers, colleagues, family, friends • College based support (additional learning support, advice, guidance, tutorials, learning resource facilities) Individual's circumstances <ul style="list-style-type: none"> • Health • Well being • Family/ work responsibilities Factors <ul style="list-style-type: none"> • Own environment • Tools/resources for study • Support systems • Personal circumstances |

| |
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| Learning outcome |
| The learner will: |
| 4. Be able to use and apply study skills to achieve a set outcome |
| Assessment criteria |
| The learner can: |
| 4.1 develop a plan of study using various study skills to achieve a set outcome |
| 4.2 undertake study to achieve a set outcome |
| 4.3 evaluate how the implementation of a plan of study and the study undertaken contributed to the set outcome |

| |
|--|
| Range |
| Plan of study <ul style="list-style-type: none"> • Objectives of study • Assessment requirements • Timescales Undertake study: research, use creative ideas to study, select materials, make sense of information gathered, consider different options/perspectives, judge information, select information, justify the evidence/ information selected. |

Unit 301

Understand child and young person development

| | |
|--|---|
| UAN: | L/601/1693 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 30 |
| Relationship to NOS: | <p>This unit is linked to:</p> <ul style="list-style-type: none">• CCLD 303: Promote children's development• HSC 36: Contribute to the assessment of children and young peoples' needs and the development of care plans• CWDC Training, Support and Development Standards for Foster Care. Standard 5: Understand the development of children and young people |
| Endorsement by a sector or regulatory body: | <p>This unit is endorsed by Skills for Care and Development.</p> |
| Aim: | <p>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.</p> |

| Learning outcome |
|---|
| <p>The learner will:</p> <ol style="list-style-type: none">1. Understand the expected pattern of development for children and young people from birth – 19 years |
| Assessment criteria |
| <p>The learner can:</p> <ol style="list-style-type: none">1.1 explain the sequence and rate of each aspect of development from birth – 19 years1.2 explain the difference between sequence of development and rate of development and why the difference is important |

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| Range |
| Developmental aspects are: <ul style="list-style-type: none"> • Physical • Communication • Intellectual/cognitive • Social, emotional and behavioural • Moral. |

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| Learning outcome |
| The learner will: 2. Understand the factors that influence children and young people's development and how these affect practice |
| Assessment criteria |
| The learner can: 2.1 explain how children and young people's development is influenced by a range of personal factors 2.2 explain how children and young people's development is influenced by a range of external factors 2.3 explain how theories of development and frameworks to support development influence current practice |

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| Range |
| Personal factors are: <ul style="list-style-type: none"> • health status • disability • sensory impairment • learning difficulties. External factors are: <ul style="list-style-type: none"> • poverty and deprivation • family environment and background • personal choices • looked after/care status • education. Theories of development are: <ul style="list-style-type: none"> • cognitive (eg Piaget) • psychoanalytic (eg Freud) • humanist (eg Maslow) • social learning (eg Bandura) • operant conditioning (eg Skinner) • Behaviourist (eg Watson). Frameworks to support development are: <ul style="list-style-type: none"> • social pedagogy. |

| |
|---|
| Learning outcome |
| <p>The learner will:</p> <p>3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 explain how to monitor children and young people's development using different methods</p> <p>3.2 explain the reasons why children and young people's development may not follow the expected pattern</p> <p>3.3 explain how disability may affect development</p> <p>3.4 explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected patterns</p> |

| |
|---|
| Range |
| <p>Methods of assessing development needs may include:</p> <ul style="list-style-type: none"> • Assessment Frameworks • Observation • Standard measurements • Information from carers and colleagues. <p>Reasons why development is not following expected pattern may include:</p> <ul style="list-style-type: none"> • Disability • Emotional • Physical • Environmental • Cultural • Social • Learning needs • Communication. <p>Different types of interventions may include:</p> <ul style="list-style-type: none"> • Social worker • Speech and language therapist • Psychologist • Psychiatrist • Youth justice • Physiotherapist • Nurse specialist • Additional learning support • Assistive technology • Health visitor. |

| |
|---|
| Learning outcome |
| The learner will: 4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people |
| Assessment criteria |
| The learner can: 4.1 analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition 4.2 explain how multi agency teams work together to support speech, language and communications 4.3 explain how play and activities are used to support the development of speech, language and communication |

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| Learning outcome |
| The learner will: 5. Understand the potential effects of transitions on children and young people's development |
| Assessment criteria |
| The learner can: 5.1 explain how different types of transitions can affect children and young people's development 5.2 evaluate the effect on children and young people of having positive relationships during periods of transition . |

| |
|---|
| Range |
| Types of transitions are: <ul style="list-style-type: none"> • emotional, affected by personal experience, eg bereavement, entering/leaving care • physical, eg moving to a new educational establishment, a new home/locality, from one activity to another • physiological eg puberty, long-term medical conditions • intellectual eg moving from pre-school to primary, to post primary |

Unit 302

Promote child and young person development

| | |
|--|--|
| UAN: | R/601/1694 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 25 |
| Relationship to NOS: | <p>This unit is linked to</p> <ul style="list-style-type: none">• CCLD 303: Promote children's development• LDSS 10: Support the child or young person's successful transfer and transition in learning and development contexts• HSC 36: Contribute to the assessment of children and young peoples' needs and the development of care plans• CWDC Training, Support and Development Standards for Foster Care, Standard 5: Understand the development of children and young people• UK Codes of Practice for Social Care Workers |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development |
| Aim: | This unit provides a sound basis of knowledge, understanding and the competence required to promote children and young people's development and positive behaviour. It also includes how to support children and young people going through transitions in their lives. |

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| Learning outcome |
| <p>The learner will:</p> <ol style="list-style-type: none"> 1. Be able to assess the development needs of children or young people and prepare a development plan |
| Assessment criteria |
| <p>The learner can:</p> <ol style="list-style-type: none"> 1.1 explain the factors that need to be taken into account when assessing development. 1.2 assess a child or young person's development in the following areas <ul style="list-style-type: none"> • Physical • Communication • Intellectual/ cognitive • Social, emotional and behavioral • Moral 1.3 explain the selection of the assessment methods used 1.4 develop a plan to meet the development needs of a child or young person in the work setting |

| |
|---|
| Range |
| <p>Factors that need to be taken into account when assessing development may include:</p> <ul style="list-style-type: none"> • Confidentiality and when, for the safety of the child or young person confidentiality must be breached • Children's wishes and feelings • Ethnic, linguistic and cultural background • Disability or specific requirements (additional needs) • Reliability of information • Avoiding bias. <p>Methods may include:</p> <ul style="list-style-type: none"> • Assessment Framework/s • Observations • Standard measurements • Information from parent, carers, children and young people, other professionals and colleagues. <p>Plan should feature:</p> <ul style="list-style-type: none"> • Encouraging child or young person to take responsibility for own development should feature in plan. |

| |
|---|
| Learning outcome |
| The learner will: |
| 2. Be able to promote the development of children or young people |
| Assessment criteria |
| The learner can: |
| 2.1 implement the development plan for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected |
| 2.2 evaluate and revise the development plan in the light of implementation |
| 2.3 explain the importance of a person centered and inclusive approach and give examples of how this is implemented in own work |
| 2.4 listen to children or young people and communicate in a way that encourages them to feel valued |
| 2.5 encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities |

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| Range |
| A development plan can be drawn from a lead practitioner's (eg a teacher's) overarching plan. |

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| Learning outcome |
| The learner will: |
| 3. Be able to support the provision of environments and services that promote the development of children or young people |
| Assessment criteria |
| The learner can: |
| 3.1 explain the features of an environment or service that promotes the development of children and young people |
| 3.2 demonstrate how own work environment or service is organised to promote the development of children or young people |

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| Range |
| Features of an environment or service may include: |
| <ul style="list-style-type: none"> • Stimulating and attractive • Well planned and organised • Personalised and inclusive • Encouraging and practising participation • High quality policies in place and followed • Regulatory requirements met • Varied • Meeting individual and group needs • Providing appropriate risk and challenge • Involving parents and carers where appropriate to setting or service. |

How own work environment or service is organised may include:

- Taking into account personal and external factors
- Providing specific activities such as play, learning, home visiting
- Providing services
- Measuring outcomes
- Communicating effectively and showing appropriate empathy and understanding
- Supporting participation
- Involving parents and carers where appropriate to setting or Service
- Supporting children and young people's rights

Learning outcome

The learner will:

4. Understand how working practices can impact on the development of children and young people

Assessment criteria

The learner can:

- 4.1 explain how own working practice can affect children and young people's development
- 4.2 explain how institutions, agencies and services can affect children and young people's development

Learning outcome

The learner will:

5. Be able to support children and young people's positive behaviour

Assessment criteria

The learner can:

- 5.1 demonstrate how they work with children and young people to encourage positive behaviour
- 5.2 evaluate different approaches to **supporting positive behaviour**

Range

Supporting positive behaviour may include:

- Least restrictive principle
- Reinforcing positive behaviour
- Modelling/positive culture
- Looking for reasons for inappropriate behaviour and adapting responses
- Individual behaviour planning
- Phased stages
- Planning interventions to reduce inappropriate behaviour
- Deescalate and diversion
- Containment
- Following management plans

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| <ul style="list-style-type: none"> • Boundary setting and negotiation • Supporting children and young people's reflection on and management of own behaviour • Anti-bullying strategies • Time out (following up to date guidance) • Use of physical intervention (following up to date guidance) |
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| Learning outcome |
| 6. Be able to support children and young people experiencing transitions |
| Assessment criteria |
| <p>The learner can:</p> <p>6.1 explain how to support children and young people experiencing different types of transitions</p> <p>6.2 demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives</p> |

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| Range |
| <p>Different types of transitions may include:</p> <ul style="list-style-type: none"> • Emotional, affected by personal experience eg bereavement, entering/leaving care • Physical eg moving to a new educational establishment, a new home/locality, from one activity to another • Physiological eg puberty, long term medical conditions • Intellectual eg moving from pre school to primary to post primary • Smaller daily transitions |

Unit 303

Understand how to safeguard the wellbeing of children and young people

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| UAN: | Y/601/1695 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 25 |
| Relationship to NOS: | <p>This unit is linked to</p> <ul style="list-style-type: none">• CLD 305: Protect and promote children's rights• LDSS NOS Unit 1: Contribute to the protection of children and young people from abuse• HSC 34: Promote the well-being and protection of children and young people• CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people• UK Codes of Practice for Social Care Workers. |
| Endorsement by a sector or regulatory body: | <p>This unit is endorsed by Skills for Care and Development.</p> |
| Aim: | <p>This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.</p> |

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| Learning outcome |
| The learner will: |
| 1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people |
| Assessment criteria |
| The learner can: |
| 1.1 outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people |
| 1.2 explain child protection within the wider concept of safeguarding children and young people |
| 1.3 analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people |
| 1.4 explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice |
| 1.5 explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing |

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| Range |
| Day to day work may include: |
| <ul style="list-style-type: none"> • Childcare practice • Child protection • Risk assessment • Ensuring the voice of the child or young person is heard (eg providing advocacy services) • Supporting children and young people and others who may be expressing concerns. |

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| Learning outcome |
| The learner will: |
| 2. Understand the importance of working in partnership with other organisations to safeguard children and young people |
| Assessment criteria |
| The learner can: |
| 2.1 explain the importance of safeguarding children and young people |
| 2.2 explain the importance of a child or young person centered approach |
| 2.3 explain what is meant by partnership working in the context of safeguarding |
| 2.4 describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed |

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| Range |
| <p>Different organisations may include:</p> <ul style="list-style-type: none"> • Social services • NSPCC • Health visiting • GP • Probation • Police • School • Psychology service. |

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| Learning outcome |
| <p>The learner will:</p> <p>3. Understand the importance of ensuring children and young people's safety and protection in the work setting</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 explain why it is important to ensure children and young people are protected from harm within the work setting</p> <p>3.2 explain policies and procedures that are in place to protect children and young people and adults who work with them</p> <p>3.3 evaluate 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</p> <p>3.4 explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits</p> |

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| Range |
| <p>Policies and procedures may include:</p> <ul style="list-style-type: none"> • Working in an open and transparent way • Listening to children and young people • Duty of care • Whistle-blowing • Power and positions of trust • Propriety and behaviour • Physical contact • Intimate personal care • Off site visits • Photography and video • Sharing concerns and recording/reporting incidents. |

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| Learning outcome |
| The learner will: |
| 4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed |
| Assessment criteria |
| The learner can: |
| 4.1 describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding |
| 4.2 describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting |
| 4.3 explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged |

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| Learning outcome |
| The learner will: |
| 5. Understand how to respond to evidence or concerns that a child or young person has been bullied |
| Assessment criteria |
| The learner can: |
| 5.1 explain different types of bullying and the potential effects on children and young people |
| 5.2 outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place |
| 5.3 explain how to support a child or young person and/or their family when bullying is suspected or alleged |

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| Range |
| Bullying may include: |
| <ul style="list-style-type: none"> Physical (pushing, kicking, hitting, pinching and other forms of violence or threats) Verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing) Emotional (excluding, tormenting, ridicule, humiliation) Cyber bullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else) Specific types of bullying, which can relate to all the above, such as homophobic or gender-based, racist, relating to special educational needs and disabilities. |

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| Learning outcome |
| The learner will: 6. Understand how to work with children and young people to support their safety and wellbeing |
| Assessment criteria |
| The learner can: 6.1 explain how to support children and young people's self-confidence and self-esteem 6.2 analyse the importance of supporting resilience in children and young people 6.3 explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety 6.4 explain ways of empowering children and young people to make positive and informed choices that support their well being and safety |

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| Learning outcome |
| The learner will: 7. Understand the importance of e-safety for children and young people |
| Assessment criteria |
| The learner can: 7.1 explain the risks and possible consequences for children and young people of being online and of using a mobile phone 7.2 describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> • social networking • internet use • buying online • using a mobile phone |

Unit 304

Support children and young people's health and safety

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| UAN: | D/601/1696 |
| Level: | 3 |
| Credit value: | 2 |
| GLH: | 15 |
| Relationship to NOS: | <p>This unit is linked to</p> <ul style="list-style-type: none">• CCLD 302: Develop and maintain a healthy, safe and secure environment for children• HSC 32: Promote, monitor and maintain health, safety and security in the working environment• LDSS Unit 2: Ensure your own actions reduce risk to health and safety• CWDC Training, support and development standards for Foster care• Standard 3: Understand health and safety, and healthy care• UK Codes of Practice for Social Care Workers |
| Endorsement by a sector or regulatory body: | <p>This unit is endorsed by Skills for Care and Development</p> |
| Aim: | <p>This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.</p> |

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| Learning outcome |
| The learner will: |
| 1. Understand how to plan and provide environments and services that support children and young people's health and safety |
| Assessment criteria |
| The learner can: |
| 1.1 describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services |
| 1.2 explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely |
| 1.3 identify sources of current guidance for planning healthy and safe environments and services |
| 1.4 explain how current health and safety legislation, policies and procedures are implemented in own work setting or service |

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| Range |
| Factors may include: |
| <ul style="list-style-type: none"> • The individual needs, age and abilities of the children and young people • Specific risks to individuals such as pregnancy, sensory impairments • The needs of carers where relevant • The function and purpose of environments and services offered • The duty of care • Desired outcomes for the children and young people • Lines of responsibility and accountability |

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| Learning outcome |
| The learner will: |
| 2. Be able to recognise and manage risks to health, safety and security in a work setting or off site visits |
| Assessment criteria |
| The learner can: |
| 2.1 demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues |
| 2.2 demonstrate ability to deal with hazards in the work setting or in off site visits |
| 2.3 undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk |
| 2.4 explain how health and safety risk assessments are monitored and reviewed |

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| Range |
| <p>Potential hazards may include:</p> <ul style="list-style-type: none"> • Physical • Security • Fire • Food safety • Personal safety. |

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| Learning outcome |
| <p>The learner will:</p> <p>3. Understand how to support children and young people to assess and manage risk for themselves</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 explain why it is important to take a balanced approach to risk management</p> <p>3.2 explain the dilemma between the rights and choices of children and young people and health and safety requirement</p> <p>3.3 give example from own practice of supporting children or young people to assess and manage risk</p> |

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| Range |
| <p>Balanced approach to risk management must include:</p> <ul style="list-style-type: none"> • Taking into account child or young person's age, needs and abilities • Avoiding excessive risk taking • Not being excessively risk averse • Recognising the importance of risk and challenge to a child or young person's development. |

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| Learning outcome |
| <p>The learner will:</p> <p>4. Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>4.1 explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness</p> <p>4.2 identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies</p> |

| Range |
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| <p>Accidents, incidents, emergencies and illness may include:</p> <ul style="list-style-type: none"> • Accidents involving children, young people or adults • Incidents – all types • Emergencies such as fire, missing children or young people, evacuation • Recognising signs of illness such as fever, rashes or unconsciousness and taking appropriate action. |

Unit 305

Develop positive relationship with children, young people and others involved in their care

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| UAN: | H/601/1697 |
| Level: | 3 |
| Credit value: | 1 |
| GLH: | 8 |
| Relationship to NOS: | <p>This unit is linked to the</p> <ul style="list-style-type: none">• CCLD 301: Develop and promote positive relationships• HSC 31: Promote effective communication for and about individuals• CWDC Training, Support and Development Standards for Foster Carers. Standard 4: Know how to communicate effectively• UK Codes of Practice for Social Care Workers. |
| Endorsement by a sector or regulatory body: | <p>This unit is endorsed by Skills for Care and Development.</p> |
| Aim: | <p>This unit aims to enable the learner to understand and practise the skills required to develop positive relationships with children, young people and carers</p> |

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| Learning outcome |
| The learner will: |
| 1. Be able to develop positive relationships with children and young people |
| Assessment criteria |
| The learner can: |
| 1.1 explain why positive relationships with children and young people are important and how these are built and maintained |
| 1.2 demonstrate how to listen to and build relationships with children and young people |
| 1.3 evaluate own effectiveness in building relationships with children or young people |

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| Range |
| How positive relationships are built and maintained may include: |
| <ul style="list-style-type: none"> • Communicating effectively • Identifying and sorting out conflicts and disagreements • Being consistent and fair • Showing respect and courtesy • Valuing and respecting individuality • Keeping promises and honouring commitments • Monitoring impact of own behaviour on others • Keeping confidentiality as appropriate • Recognising and responding appropriately to the power base underpinning relationships. |

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| Learning outcome |
| The learner will: |
| 2. Be able to build positive relationships with people involved in the care of children and young people |
| Assessment criteria |
| The learner can: |
| 2.1 explain why positive relationships with people involved in the care of children and young people are important |
| 2.2 demonstrate how to build positive relationships with people involved in the care of children and young people |

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| Range |
| People involved may include: |
| <ul style="list-style-type: none"> • Colleagues • Organisational managers and supervisors (where appropriate) • Carers • Official visitors eg inspectorate for the UK home nation (where appropriate) • Other visitors • Colleagues from other agencies and services • External partners. |

Unit 306

Working together for the benefit of children and young people

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| UAN: | K/601/1698 |
| Level: | 3 |
| Credit value: | 2 |
| GLH: | 15 |
| Relationship to NOS: | <p>This unit is linked to</p> <ul style="list-style-type: none">• CCLD 301: Promote children's' development• CCLD 431: Contribute to leadership and management of integrated childcare provision• CCLD 323: Manage multi agency working arrangements• HSC 31: Promote effective communication with, for and about individuals• CWDC Training, Support and Development Standards for Foster Care, Standard 4: Know how to communicate effectively• UK Codes of Practice for Social Care Workers |
| Endorsement by a sector or regulatory body: | <p>This unit is endorsed by Skills for Care and Development.</p> |
| Aim: | <p>The unit is designed to enable the learner to understand the importance of multi agency and integrated working and to develop the skills of effective communication for professional purposes. It includes and assesses competence in information sharing between those involved in work with children and young people.</p> |

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| Learning outcome |
| The learner will: |
| 1. Understand integrated and multi agency working |
| Assessment criteria |
| The learner can: |
| 1.1 explain the importance of multi agency working and integrated working |
| 1.2 analyse how integrated working practices and multi agency working in partnership deliver better outcomes for children and young people |
| 1.3 describe the functions of external agencies with whom your work setting or service interacts |
| 1.4 explain common barriers to integrated working and multi agency working and how these can be overcome |
| 1.5 explain how and why referrals are made between agencies |
| 1.6 explain the assessment frameworks that are used in own UK Home Nation |

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| Learning outcome |
| The learner will: |
| 2. Be able to communicate with others for professional purposes |
| Assessment criteria |
| The learner can: |
| 2.1 select appropriate communication methods for different circumstances |
| 2.2 demonstrate use of appropriate communication methods selected for different circumstances |
| 2.3 prepare reports that are accurate, legible, concise and meet legal requirements |

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| Range |
| <p>Appropriate communication may include:</p> <ul style="list-style-type: none"> • Use of electronic communication aids • Use of pictorial and design communication aids such as Makaton • Use of an interpreter when appropriate including British/Irish Sign Language interpreters • Effective use of the telephone • Preparing and delivering presentations • Written communication <ul style="list-style-type: none"> - Notes of meetings - Personal records - Presentations - Letters - Formal reports - Email. <p>Prepare reports</p> <p>In some settings where this is not a practitioner's lead responsibility (eg a school) it is acceptable for practitioners to produce an 'example report' or to support the lead practitioner in completing reports that are accurate, legible, concise and meet legal requirements.</p> |

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| Learning outcome |
| <p>The learner will:</p> <p>3. Be able to support organisational processes and procedures for recording, storing and sharing information</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information</p> <p>3.2 demonstrate how to maintain secure recording and storage systems for information:</p> <ul style="list-style-type: none"> • paper based • electronic <p>3.3 analyse the potential tension between maintaining confidentiality with the need to disclose information:</p> <ul style="list-style-type: none"> • where abuse of a child or young person is suspected • when it is suspected that a crime has been/may be committed |

Unit 307

Understand how to support positive outcomes for children and young people

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| UAN: | M/601/1699 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 25 |
| Relationship to NOS: | <p>This unit is linked to:</p> <ul style="list-style-type: none">• CCLD 308: Promote children's wellbeing and resilience• HSC 38: Support children and young people to manage their lives• HSC 310: Work with children and young people to prepare them for adulthood, citizenship and independence• UK Codes of Practice for Social Care Workers |
| Endorsement by a sector or regulatory body: | <p>This unit is endorsed by Skills for Care and Development.</p> |
| Aim: | <p>This unit aims to provide members of the children and young people's workforce with an understanding of the factors that can impact, both negatively and positively, on the outcomes and life chances of children and young people. It includes approaches to supporting positive outcomes including disability and specific requirements (additional needs).</p> |

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| Learning outcome |
| <p>The learner will:</p> <ol style="list-style-type: none"> 1. Understand how the social, economic and cultural environment Can impact on the outcomes and life chances of children and young people |
| Assessment criteria |
| <p>The learner can:</p> <ol style="list-style-type: none"> 1.1 describe the social, economic and cultural factors that will impact on the lives of children and young people 1.2 explain the importance and impact of poverty on outcomes and life chances for children and young people 1.3 explain the role of children and young people's personal choices and experiences on their outcomes and life chances |

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| Range |
| <p>Social, economic and cultural factors may include:</p> <ul style="list-style-type: none"> • Personal choice • Being in care system • Poverty • Housing and community • Educational environment • Offending or anti social behaviour • Health status of self or family member • Disability • Health support (GP, health clinic, access to A & E etc) • Addictions in family or self • Bereavement and loss • Family expectations and encouragement • Religious beliefs and customs • Ethnic/cultural beliefs and customs • Marginalisation and exclusion. |

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| Learning outcome |
| The learner will: |
| 2. Understand how practitioners can make a positive difference in outcomes for children and young people |
| Assessment criteria |
| The learner can: |
| 2.1 identify the positive outcomes for children and young people that practitioners should be striving to achieve |
| 2.2 explain the importance of designing services around the needs of children and young people |
| 2.3 explain the importance of active participation of children and young people in decisions affecting their lives |
| 2.4 explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives |

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| Range |
| Positive outcomes for children and young people may include: |
| <ul style="list-style-type: none"> • Be healthy • Stay safe • Enjoy and achieve • Make a positive contribution • Achieve economic wellbeing. |

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| Learning outcome |
| The learner will: |
| 3. Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people |
| Assessment criteria |
| The learner can: |
| 3.1 explain the potential impact of disability on the outcomes and life chances of children and young people |
| 3.2 explain the importance of positive attitudes towards disability and specific requirements |
| 3.3 explain the social and medical models of disability and the impact of each on practice |
| 3.4 explain the different types of support that are available for disabled children and young people and those with specific requirements |

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| Range |
| Support may include: |
| <ul style="list-style-type: none"> • Speech and language therapy • Support from health professionals additional learning support • Assistive technology • Specialised services. |

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| Learning outcome |
| The learner will: |
| 4. Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people |
| Assessment criteria |
| The learner can: |
| 4.1 explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people |
| 4.2 compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes |

Unit 308

Promote communication in health, social care or children's and young people's settings

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| UAN: | J/601/1434 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 10 |
| Relationship to NOS: | This unit is linked to CCLD 301, GCU 1, GEN 22 and HSC 31 Themes recur as knowledge requirements and core values throughout HSC NOS. |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | 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 in such settings, and ways to overcome barriers to meet individual needs and preferences in communication. |

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| Learning outcome |
| The learner will: 1. Understand why effective communication is important in the work setting |
| Assessment criteria |
| The learner can: 1.1 identify the different reasons people communicate 1.2 explain how communication affects relationships in the work setting |

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| Learning outcome |
| The learner will: |
| 2. Be able to meet the communication and language needs, wishes and preferences of individuals |
| Assessment criteria |
| The learner can: |
| 2.1 demonstrate how to establish the communication and language needs, wishes and preferences of individuals |
| 2.2 describe the factors to consider when promoting effective communication |
| 2.3 demonstrate a range of communication methods and styles to meet individual needs |
| 2.4 demonstrate how to respond to an individual's reactions when communicating |

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| Range |
| Communication methods include: |
| a. non-verbal communication, eg |
| <ul style="list-style-type: none"> • eye contact • touch • physical gestures • body language • behaviour. |
| b. verbal communication, eg |
| <ul style="list-style-type: none"> • vocabulary • linguistic tone • pitch. |

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| Learning outcome |
| The learner will: |
| 3. Be able to overcome barriers to communication |
| Assessment criteria |
| The learner can: |
| 3.1 explain how people from different backgrounds may use and/or interpret communication methods in different ways |
| 3.2 identify barriers to effective communication |
| 3.3 demonstrate ways to overcome barriers to communication |
| 3.4 demonstrate strategies that can be used to clarify misunderstandings |
| 3.5 explain how to access extra support or services to enable individuals to communicate effectively |

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| Range |
| Services may include: |
| <ul style="list-style-type: none"> • translation services • interpreting services • speech and language services • advocacy services. |

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| Learning outcome |
| <p>The learner will:</p> <p>4. Be able to apply principles and practices relating to confidentiality</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>4.1 explain the meaning of the term confidentiality</p> <p>4.2 demonstrate ways to maintain confidentiality in day to day communication</p> <p>4.3 describe the potential tension between maintaining an individual's confidentiality and disclosing concerns</p> |

Unit 309

Engage in personal development in health, social care or children's and young people's settings

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| UAN: | A/601/1429 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 10 |
| Relationship to NOS: | This unit is linked to CCLD 304, GCU 6, GEN 12, GEN 13 and HSC 33. Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS. |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | 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. |

Learning outcome

The learner will:

1. Understand what is required for competence in own work role

Assessment criteria

The learner can:

- 1.1 describe the duties and responsibilities of own work role
- 1.2 explain expectations about own work role as expressed in relevant **standards**

Range

Standards may include:

- Codes of practice
- Regulations
- Minimum standards
- National occupational standards

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| Learning outcome |
| The learner will: |
| 2. Be able to reflect on practice |
| Assessment criteria |
| The learner can: |
| 2.1 explain the importance of reflective practice in continuously improving the quality of service provided |
| 2.2 demonstrate the ability to reflect on practice |
| 2.3 describe how own values, belief systems and experiences may affect working practice |

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| Learning outcome |
| The learner will: |
| 3. Be able to evaluate own performance |
| Assessment criteria |
| The learner can: |
| 3.1 evaluate own knowledge, performance and understanding against relevant standards |
| 3.2 demonstrate use of feedback to evaluate own performance and inform development |

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| Learning outcome |
| The learner will: |
| 4. Be able to agree a personal development plan |
| Assessment criteria |
| The learner can: |
| 4.1 identify sources of support for planning and reviewing own development |
| 4.2 demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities |
| 4.3 demonstrate how to work with others to agree own personal development plan |

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| Range |
| <p>A personal development plan may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.</p> <p>Sources of support may include:</p> <ul style="list-style-type: none"> • Formal support • Informal support • Supervision • Appraisal • Within the organisation • Beyond the organisation <p>Others may include:</p> <ul style="list-style-type: none"> • The individual • Carers • Advocates • Supervisor, line manager or employer • Other professionals |

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| Learning outcome |
| <p>The learner will:</p> <p>5. Be able to use learning opportunities and reflective practice to contribute to personal development</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>5.1 evaluate how learning activities have affected practice</p> <p>5.2 demonstrate how reflective practice has led to improved ways of working</p> <p>5.3 show how to record progress in relation to personal development</p> |

Unit 310

Promote equality and inclusion in health, social care or children's and young people's settings

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| UAN: | Y/601/1437 |
| Level: | 3 |
| Credit value: | 2 |
| GLH: | 8 |
| Relationship to NOS: | This unit is linked to CCLD 305, GCU 5, HSC 34, HSC 35 and HSC 3116. Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS. |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development |
| Aim: | 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. |

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| Learning outcome |
| The learner will: 1. Understand the importance of diversity, equality and inclusion |
| Assessment criteria |
| The learner can: 1.1 explain what is meant by <ul style="list-style-type: none">• Diversity• Equality• Inclusion 1.2 describe the potential effects of discrimination 1.3 explain how inclusive practice promotes equality and supports diversity |

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| Range |
| Effects may include effects on: <ul style="list-style-type: none">• the individual• families or friends of the individual• those who inflict discrimination• wider society. |

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| Learning outcome |
| The learner will: |
| 2. Be able to work in an inclusive way |
| Assessment criteria |
| The learner can: |
| 2.1 explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role |
| 2.2 show interaction with individuals that respects their beliefs, culture, values and preferences |

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| Learning outcome |
| The learner will: |
| 3. Be able to promote diversity, equality and inclusion |
| Assessment criteria |
| The learner can: |
| 3.1 demonstrate actions that model inclusive practice |
| 3.2 demonstrate how to support others to promote equality and rights |
| 3.3 describe how to challenge discrimination in a way that promotes change |

Unit 311

Principles for implementing duty of care in health, social care or children's and young people's settings

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| UAN: | R/601/1436 |
| Level: | 3 |
| Credit value: | 1 |
| GLH: | 5 |
| Relationship to NOS: | This unit is linked to HSC 24, 34, 35, CCLD, LDSS and GEN. |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | 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 ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care. |

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| Learning outcome |
| The learner will: 1. Understand how duty of care contributes to safe practice |
| Assessment criteria |
| The learner can: 1.1 explain what it means to have a duty of care in own work role 1.2 explain how duty of care contributes to the safeguarding or protection of individuals |

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| Learning outcome |
| The learner will: 2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care |
| Assessment criteria |
| The learner can: 2.1 describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights 2.2 describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care 2.3 explain where to get additional support and advice about conflicts and dilemmas |

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| Learning outcome |
| The learner will: 3. Know how to respond to complaints |
| Assessment criteria |
| The learner can: 3.1 describe how to respond to complaints 3.2 explain the main points of agreed procedures for handling complaints |

Unit 312

Context and principles for early year's provision

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| UAN: | J/600/9781 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 24 |
| Relationship to NOS: | <p>This unit is linked to:</p> <ul style="list-style-type: none">• CCLD 301 Develop and promote positive relationships• CCLD 303 Promote children's development• CCLD 304 Reflect on and develop practice• CCLD 306 Plan and organise environments for children and families• CCLD 308 Promote children's well-being and resilience• CCLD 309 Plan and implement curriculum frameworks for early education• CCLD 312 Plan and implement positive environments for babies and children under 3 years. |
| Endorsement by a sector or regulatory body: | <p>This unit is endorsed by Skills for Care and Development.</p> |
| Aim: | <p>This unit aims to familiarise learners with the requirements and principles of the early year's framework within which they work. The unit also requires skills and knowledge relating to the implementation of the relevant framework.</p> <p>.</p> |

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| Learning outcome |
| The learner will: |
| 1. Understand the purposes and principles of early years frameworks. |
| Assessment criteria |
| The learner can: |
| 1.1 explain the legal status and principles of the relevant early years framework/s , and how national and local guidance materials are used in settings. |
| 1.2 explain how different approaches to work, with children in the early years has influenced current provision in the UK. |
| 1.3 explain why early years frameworks emphasise a personal and individual approach to learning and development. |

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| Range |
| Relevant early years framework/s The early years framework/s relevant to the UK home nation |
| Different approaches may include: |
| <ul style="list-style-type: none"> • Reggio Emilia • High/Scope • Montessori • Steiner • Common core • Country specific: statutory or guidance. |

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| Learning outcome |
| The learner will: |
| 2. Be able to provide environments within the work setting that support and extend children's development and learning in their early years |
| Assessment criteria |
| The learner can: |
| 2.1 prepare an area/s within the work setting, explaining how the area supports and extends children's learning and development |
| 2.2 monitor how children use the prepared area/s and evaluate how effective it has been in: |
| <ul style="list-style-type: none"> • Extending children's learning and development • Encouraging high expectations of their achievement |
| 2.3 explain how the environment meets the needs of individual children |

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| Learning outcome |
| The learner will: 3. Understand how to work in partnership with carers |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 explain the partnership model of working with carers</p> <p>3.2 review barriers to participation for carers and explain ways in which they can be overcome</p> <p>3.3 explain strategies to support carers who may react positively or negatively to partnership opportunities</p> <p>3.4 explain how effective multi agency working operates within early years provision and benefits children and carers</p> |

Unit 313

Promote learning and development in the early years

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| UAN: | L/600/9782 |
| Level: | 3 |
| Credit value: | 5 |
| GLH: | 40 |
| Relationship to NOS: | <p>This unit is linked to:</p> <ul style="list-style-type: none"> • CCLD 303 Promote children's development • CCLD 304 Reflect on and develop practice • CCLD 309 Plan and implement curriculum frameworks for early education • CCLD 310 Assess children's progress according to curriculum frameworks for early education. |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | <p>This unit aims to prepare the learner to work with children in supporting their learning and development within the relevant early year's frameworks within the UK Home Nations. The unit assesses competence in planning to meet children's needs and providing and supporting learning and development activities.</p> |

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| Learning outcome |
| <p>The learner will:</p> <ol style="list-style-type: none"> 1. Understand the purpose and requirements of the areas of learning and development in the relevant early years framework |
| Assessment criteria |
| <p>The learner can:</p> <ol style="list-style-type: none"> 1.1 explain each of the areas of learning and development and how these are interdependent 1.2 describe the documented outcomes for children that form part of the relevant early years framework 1.3 explain how the documented outcomes are assessed and recorded |

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| Range |
| <p>Relevant early years framework This refers to the frameworks for early years provision used within the relevant UK Home Nation</p> <p>Each of the areas of learning and development As required by the frameworks within the relevant UK Home Nation</p> <p>Documented outcomes These are the desired outcomes for children that form the basis of the early years framework. They will vary according to the early years frameworks used in the relevant UK Home Nation</p> |

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| Learning outcome |
| <p>The learner will:</p> <ol style="list-style-type: none"> 2. Be able to plan work with children and support children's participation in planning |
| Assessment criteria |
| <p>The learner can:</p> <ol style="list-style-type: none"> 2.1 use different sources to plan work for an individual child or group of children 2.2 engage effectively with children to encourage the child's participation and involvement in planning their own learning and development activities 2.3 support the planning cycle for children's learning and development |

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| Range |
| <p>Different sources may include:</p> <ul style="list-style-type: none"> • Children's interest and preferences • Observations and assessments • Mothers, fathers and carers • Colleagues in setting • Professionals such as health visitors. |

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| Learning outcome |
| <p>The learner will:</p> <ol style="list-style-type: none"> 3. Be able to promote children's learning and development according to the requirements of the relevant early years framework |
| Assessment criteria |
| <p>The learner can:</p> <ol style="list-style-type: none"> 3.1 explain how practitioners promote children's learning within the relevant early years framework 3.2 prepare, set out and support activities and experiences that encourage learning and development in each area of the relevant early years framework |

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| Range |
| <p>How practitioners promote children's learning may include:</p> <ul style="list-style-type: none"> • Effective organisation and management • Sensitive intervention • Following child's interest and stage of development • Supporting and facilitating • Modelling • Coaching • Providing balance of child-initiated and adult-initiated play and activity. |

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| Learning outcome |
| <p>The learner will:</p> <p>4. Be able to engage with children in activities and experiences that support their learning and development</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>4.1 work alongside children engaging with them in order to support their learning and development</p> <p>4.2 explain the importance of engaging with a child to support sustained shared thinking</p> <p>4.3 use language that is accurate and appropriate in order to support and extend children's learning when undertaking activities</p> |

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| Range |
| <p>Language includes:</p> <p>a. Mathematical language that enhances learning of mathematical concepts</p> <p>b. Open questions designed to promote and extend children's:</p> <ul style="list-style-type: none"> • thinking and communication • curiosity • problem solving and investigation <p>c. Modelling use of language that is accurate and grammatically correct</p> <p>d. Using language in ways that extend children's vocabulary.</p> |

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| Learning outcome |
| <p>The learner will:</p> <p>5. Be able to review own practice in supporting the learning and development of children in their early years</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>5.1 reflect on own practice in supporting learning and development of children in their early years</p> <p>5.2 demonstrate how to use reflection to make changes in own practice</p> |

Unit 314

Promote children's welfare and well-being in the early years

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| UAN: | Y/600/9784 |
| Level: | 3 |
| Credit value: | 6 |
| GLH: | 45 |
| Relationship to NOS: | <p>This unit is linked to:</p> <ul style="list-style-type: none">• CCLD 302 Develop and maintain a healthy, safe and secure environment for children• CCLD 306 Plan and organise environments for children and families• CCLD 307 Promote the health and physical development of children• HSC 32 Promote, monitor and maintain health, safety and security in the working environment• CWDC Training support and development standards for Foster care Standard 3: understand health and safety, and healthy care. |
| Endorsement by a sector or regulatory body: | <p>This unit is endorsed by Skills for Care and Development.</p> |
| Aim: | <p>This is a unit that is focused on children's welfare and well-being. It assesses the learner's ability to provide basic care in a hygienic environment. It includes understanding nutritional needs and the promotion of health and well-being.</p> |

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| Learning outcome |
| The learner will: |
| 1. Understand the welfare requirements of the relevant early year's framework |
| Assessment criteria |
| The learner can: |
| 1.1 explain the welfare requirements and guidance of the relevant early year's framework |
| 1.2 explain the lines of reporting and responsibility within the work setting |

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| Range |
| Relevant early years framework |
| The framework used within the relevant UK Home Country. |

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| Learning outcome |
| The learner will: |
| 2. Be able to keep early years children safe in the work setting |
| Assessment criteria |
| The learner can: |
| 2.1 demonstrate safe supervision of children whilst allowing the child to explore and manage risk and challenge |
| 2.2 explain systems for supporting children's safety when: <ul style="list-style-type: none"> • Receiving children into the setting • Ensuring their safety on departure • During off site visits |
| 2.3 demonstrate and evaluate how the environment, both inside and outside, and equipment and materials are checked and used to ensure safety |
| 2.4 explain, giving examples, why minimum requirements for: <ul style="list-style-type: none"> • space • staff ratios are necessary for children's safety |

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| Learning outcome |
| The learner will: |
| 3. Understand the importance of promoting positive health and well being for early year's children |
| Assessment criteria |
| The learner can: |
| 3.1 explain how to promote children's health and well being in an early years work setting |
| 3.2 describe the roles of key health professionals and sources of professional advice in promoting positive health and well being for early year's children and their families and carers |

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| Learning outcome |
| The learner will: |
| 4. Be able to support hygiene and prevention of cross infection in the early years setting |
| Assessment criteria |
| The learner can: |
| 4.1 demonstrate how equipment and each area of the setting is kept clean and hygienic |
| 4.2 demonstrate and evaluate measures taken in the setting to prevent cross infection |
| 4.3 explain how to prepare and store food, formula and breast milk safely according to health and safety guidelines |

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| Learning outcome |
| The learner will: |
| 5. Understand how to ensure children in their early years receive high quality, balanced nutrition to meet their growth and development needs |
| Assessment criteria |
| The learner can: |
| 5.1 identify balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs |
| 5.2 recognise why it is important to follow carer's instructions in respect of their child's food allergies or intolerances |
| 5.3 identify the dietary requirements of different cultural or religious groups |
| 5.4 describe methods of educating children and adults in effective food management |

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| Range |
| Food management to include: |
| a. portion control |
| b. tackling under- and over-weight children |
| c. food phobias. |

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| Learning outcome |
| The learner will: |
| 6. Be able to provide physical care for children |
| Assessment criteria |
| The learner can: |
| 6.1 demonstrate how to support children's personal care routines , showing respect to the child and using opportunities to encourage learning and development |
| 6.2 explain the regulations concerning management of medicines and how these are interpreted in the work setting |
| 6.3 explain how to protect themselves when lifting and handling children and equipment in the work setting |

| Range |
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| <p>Support children's personal care routines may include:</p> <ul style="list-style-type: none"> • Care of skin, hair, teeth allowing for differences based on carer's choice, ethnicity and culture. • Sun awareness • Care of nappy area • Dressing and undressing • Toileting • Supporting independence and self care • Encouraging and modelling good personal hygiene with children • Engaging with the child during care routines to support learning and development within the responsibilities of your role within the setting. |

Unit 315

Professional practice in early year's settings

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| UAN: | H/600/9786 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 20 |
| Relationship to NOS: | This unit is linked to: <ul style="list-style-type: none">• CCLD 305 Protect and promote children's rights• UN Convention on Rights of the Child. |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | This unit introduces the competence required for the application of principles and values in day-to-day practice. The unit includes the importance of evidence-based practice. It revisits the issues of professional practice, reflection and review and requires a focused approach to the development of strategies to address professional development in areas identified as challenging. |

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| Learning outcome |
| The learner will: 1. Understand the scope and purposes of the early year's sector |
| Assessment criteria |
| The learner can: 1.1 explain how the range of early year's settings reflects the scope and purpose of the sector |

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| Learning outcome |
| The learner will: |
| 2. Understand current policies and influences on the early years sector |
| Assessment criteria |
| The learner can: |
| 2.1 identify current policies, frameworks and influences on the early years |
| 2.2 explain the impact of current policies, frameworks and influences on the early year's sector |
| 2.3 describe what is meant by evidence-based practice and give examples of how this has influenced work with children in their early years |

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| Range |
| Current policies, frameworks and influences that are appropriate to the relevant UK Home Nation may include: |
| <ul style="list-style-type: none"> • United Nations Convention on the Rights of the Child (UNCRC) • Current Equalities legislation • Current research • Social and economic influences such as work patterns and financial constraints. |

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| Learning outcome |
| The learner will: |
| 3. Understand how to support diversity, inclusion and participation in early year's settings |
| Assessment criteria |
| The learner can: |
| 3.1 explain what is meant by: <ul style="list-style-type: none"> • Diversity • Inclusion • Participation |
| 3.2 explain the importance of anti-discriminatory/anti bias practice, giving examples of how it is applied in practice with children and carers |
| 3.3 explain how the active participation of children in decisions affecting their lives promotes the achievement of positive outcomes |

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| Learning outcome |
| <p>The learner will:</p> <p>4. Be able to review own practice in promoting diversity, inclusion and participation in early years settings</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>4.1 explain the importance of reviewing own practice as part of being an effective practitioner</p> <p>4.2 undertake a reflective analysis of own practice</p> <p>4.3 develop strategies to deal with areas of difficulty and challenge encountered in professional practice in early years settings</p> |

Unit 316

Support children's speech, language and communication

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| UAN: | T/600/9789 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 30 |
| Relationship to NOS: | <p>This unit links to:</p> <ul style="list-style-type: none">• The Speech, language and communication framework• CCLD 301 Develop and promote positive relationships• CCLD 312 Plan and implement positive environments for babies and children under 3 years <p>This unit covers, or links to competences from the SLCF:</p> <ul style="list-style-type: none">• Universal: A1, A5, A6, A8, A9, B1, B5, C1, C2, C3, C5, D1, D2• Enhanced: A4, B7, C1, C2, C3, C4, C15 |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development and the Communication Trust |
| Aim: | The unit aims to provide a basis for understanding the importance of speech, language and communication for a child's overall development and explores the ways in which those working with children can support the development of speech, language and communication skills. |

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| Learning outcome |
| <p>The learner will:</p> <ol style="list-style-type: none"> 1. Understand the importance of speech, language and communication for children's overall development |
| Assessment criteria |
| <p>The learner can:</p> <ol style="list-style-type: none"> 1.1 explain each of the terms: <ul style="list-style-type: none"> • Speech • Language • Communication • Speech, language and communication needs 1.2 explain how speech, language and communication skills support each of the following areas in children's development: <ul style="list-style-type: none"> • Learning • Emotional • Behaviour • Social 1.3 describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term |

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| Range |
| <p>Explain</p> <p>Taken from a leaflet produced by the Communications Consortium, 'Explaining Speech, Language and Communication Needs (SLCN)':</p> <p>Children and young people with speech, language and communication needs (SLCN) have difficulties in communicating with others; it may be that they cannot express themselves effectively or they may have difficulties in understanding what is being said to them. Alternatively those who support them may not understand their way of communicating.</p> <p>Children and young people may have difficulties across one or many of the different elements of speech, language and communication resulting in a communication breakdown. This may be minor and temporary, or it may be complex and long-term. Under this umbrella term, there will be many different labels used. The term 'needs' refers both to the needs of the individual and to what society can do to support their inclusion. It implicitly looks both at the individual and the environment in which children play, learn, communicate and live.</p> |

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| Learning outcome |
| <p>The learner will:</p> <ol style="list-style-type: none"> Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting |
| Assessment criteria |
| <p>The learner can:</p> <ol style="list-style-type: none"> explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years explain the relevant positive effects of adult support for the children and their carers explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning |

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| Range |
| <p>Ways may include:</p> <ul style="list-style-type: none"> The words and levels of language adults use with children (including the use of questions) Their conversations / interactions with children Information and activities used Work with parents / carers <p>Positive effects may include improvements in:</p> <ul style="list-style-type: none"> speech, language and communication skills social interaction behaviour emotional development / self confidence. |

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| Learning outcome |
| <p>The learner will:</p> <p>3. Be able to provide support for the speech, language and communication development of the children in own setting</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 demonstrate methods of providing support taking into account the:</p> <ul style="list-style-type: none"> • Age • Specific needs • Abilities • Home language where this is different to that of setting • Interests <p>of the children in own setting.</p> <p>3.2 demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children</p> <p>3.3 demonstrate in own practice how to work with children to develop speech, language and communication in:</p> <ul style="list-style-type: none"> • 1:1 basis • Groups <p>3.4 evaluate the effectiveness of speech, language and communication support for children in own setting</p> |
| Range |
| <p>Methods may include:</p> <ul style="list-style-type: none"> • adapting own language • scaffolding the child's language • giving children the time and opportunity to communicate • facilitating communication between children with each other • learning through play • working with carers. |

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| Learning outcome |
| The learner will: |
| 4. Be able to contribute to maintaining a positive environment that supports speech, language and communication |
| Assessment criteria |
| The learner can: |
| 4.1 explain the importance of the environment in supporting speech, language and communication development |
| 4.2 review evidence about the key factors that provide a supportive speech, language and communication environment |
| 4.3 demonstrate how settings use the environment to provide effective support for speech, language and communication for all children |

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| Range |
| Key factors may include: <ul style="list-style-type: none"> • the physical environment • staff roles and responsibilities • training needs and opportunities • views of the child • appropriate involvement of carers. |

Unit 317

Early intervention models and programmes

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| UAN: | J/507/0909 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 27 |
| Aim: | This unit provides the learner with the knowledge and understanding of the important role early intervention has in improving the life chances of children and their families. Learners will explore the principles and purpose of early intervention in the lives of children and their families and how they link to government educational, health and economic priorities. |

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| Learning outcome |
| The learner will: 1. Understand the principles and purposes of early intervention in the lives of children and their families |
| Assessment criteria |
| The learner can: 1.1 explain of the rationale for early intervention 1.2 describe how early intervention principles have evolved |

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| Range |
| Early intervention Definitions of 'early intervention' and underpinning principles (including Maslow; Kelmer- Pringle; Bowlby; Bronfenbrenner) Historical background to early intervention (Laming, ECM, Laming II) |

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| Learning outcome |
| The learner will: |
| 2. Know how early intervention models link to government educational, health and economic priorities |
| Assessment criteria |
| The learner can: |
| 2.1 explain why early intervention is an important part of national and local policy |
| 2.2 identify the Government priorities for early intervention |
| 2.3 explain how the United Nations Convention on the Rights of the Child underpins home nation government policies on early intervention |
| 2.4 state the core aims of Children & Young People outcome frameworks in own home nation |

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| Range |
| <p>Government Priorities Relevant to practitioner's own home nation</p> <p>Reasons why early intervention is high on the national agenda eg tackling poverty, focussing on the child and family together, breaking the cycle of under-achievement in the poorest communities, working together to ensure positive change:</p> <ul style="list-style-type: none"> • social and economic benefit in the long term • driving a whole system approach to early intervention • addressing the root causes of social problems • improving educational attainment of children • improving health in the poorest communities • supporting families with complex needs <p>United Nations Convention on the Rights of the Child Basis of all work for children and young people</p> <p>Outcome Frameworks/Policies (in own home nation) Our Children and Young People: Our Pledge (Northern Ireland) Delivery Social Change for Children and Young People (Northern Ireland) Bright Start (Northern Ireland) Seven Core Aims for Children and Young People (Wales) Building a Brighter Future: Early Years and Childcare Plan (Wales)</p> |

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| Learning outcome |
| The learner will: |
| 3. Understand a range of Early Intervention Programmes |
| Assessment criteria |
| The learner can: |
| 3.1 identify early intervention programmes operating locally |
| 3.2 describe the ways in which each programme meets the needs of children, young people and their families |
| 3.3 explain how early intervention programmes link to own home nation government priorities |

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| Range |
| <p>Early Intervention Programmes (Wales) including:</p> <p>Families First – family integrated support programme</p> <p>Communities First – community focused programme to support most disadvantaged people in most deprived areas</p> <p>Flying Start – early years programme targeted at the most disadvantaged communities</p> <p>Integrated Family Support Services (for families with complex needs)</p> <p>Other local early intervention programmes</p> <p>Early Intervention Programmes (Northern Ireland) including:</p> <p>Children and Young Peoples Strategic Partnership</p> <p>Sure Start Northern Ireland</p> <p>Development Programme for two – three year olds</p> <p>Family Support NI</p> <p>Parenting NI programmes</p> <p>Preschool Education Programme</p> <p>Family Nurse Partnership</p> |

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| Learning outcome |
| <p>The learner will:</p> <p>4. Understand how early intervention can improve the life chances of children and families</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>4.1 describe how external factors impact on outcomes and life chances for children and families</p> <p>4.2 identify how early intervention programmes seek to mitigate external factors by improving the outcomes for children and families</p> |

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| Range |
| <p>External factors</p> <p>Poverty and deprivation, family environment and resilience, personal choices, looked after/care status, disability</p> <p>Mitigate</p> <p>Through strategies such as: earlier identification and assessment, integrated working (eg Team Around the Family), integrated service delivery models, preventative working practices, early intervention for families and children with additional needs and disabilities, improving access to services and information including childcare and employability support</p> |

Unit 320

Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties

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| UAN: | M/601/2884 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 25 |
| Relationship to NOS: | This unit has some links to competencies from CCLD NOS Unit 337 |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development |
| Aim: | This unit explores the way in which behaviour, social and emotional difficulties are linked with speech, language and communication and provides effective ways to support the speech, language and communication development of children and young people with behaviour, social and emotional difficulties. |

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| Learning outcome |
| The learner will: 1. Understand the links between language, behaviour, emotional and social development difficulties |
| Assessment criteria |
| The learner can: 1.1 explain why behaviour can be seen as a means of communication 1.2 explain, with examples, how speech, language and communication needs may affect behavioural, emotional and social development in children and young people 1.3 review and report on relevant research about the incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people 1.4 describe the range of behavioural, emotional and social difficulties that children and young people may experience and how they can affect speech, language and communication development |

| Range |
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| range of behavioural, emotional and social difficulties <ul style="list-style-type: none"> • being withdrawn or isolated • being disruptive and disturbing • being hyperactive and lacking concentration • having immature social skills • challenging behaviours arising from other complex special needs • having emotional disorders • having conduct disorders/hyperkinetic disorders • anxiety • self-harm • school phobia • depression. |

| Learning outcome |
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| <p>The learner will:</p> <p>2. Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>2.1 identify key barriers to behavioural, social and emotional development that are experienced by children and young people with speech, language and communication needs</p> <p>2.2 explain effective strategies to overcome barriers to support the speech language and development of children and young people with behavioural, emotional and social difficulties</p> <p>2.3 explain how adapting adult language and interactions can support a child's behaviour, emotional, social skills, as well as support their communication development</p> <p>2.4 explain how positive changes to the communication environment can support communication development for children and young people with behavioural, emotional and social difficulties</p> |

| Range |
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| Positive changes may include: <ul style="list-style-type: none"> • increased accessibility of the language used in behaviour management techniques • ensuring children and young people understand verbal and written information • clear visual support • making rules, routines and boundaries clear, explicit and understandable • decreasing visual and auditory distractions • increased staff awareness and skills • ensuring approaches which support children to ask for clarification. |

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| Learning outcome |
| <p>The learner will:</p> <p>3. Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 identify and explain current evidence based approaches to understanding children and young people's behavior</p> <p>3.2 explain how setting wide strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs</p> <p>3.3 explain, using examples, how individual strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs</p> |

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| Learning outcome |
| <p>The learner will:</p> <p>4. Know how to work with others in order to support the speech, language and communication development of children and young people with behavioural, emotional and social development needs</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>4.1 explain ways to work with parents and families in supporting children and young people's speech, language and communication needs that also promotes positive behavior</p> <p>4.2 explain the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour and emotional and social development needs of children and young people</p> |

Unit 321

Work with babies and young children to promote their development and learning

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| UAN: | A/601/0121 |
| Level: | 3 |
| Credit value: | 6 |
| GLH: | 45 |
| Relationship to NOS: | This unit is linked to: <ul style="list-style-type: none">• CCLD 303 Promote children's development, 312 Plan and implement positive environments for babies and children under 3 years• HSC 37 Care for and protect babies |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | This unit is designed to assess competence to work with babies and young children to support their learning and development. This would normally cover children from birth to their third birthday |

| Learning outcome |
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| The learner will: 1. Understand the development and learning of babies and young children |
| Assessment criteria |
| The learner can: 1.1 explain the pattern of development in the first three years of life and the skills typically acquired at each stage 1.2 explain: <ul style="list-style-type: none">• how development and learning are interconnected• how and why variations occur in rate and sequence of development and learning• that learning may take place in different ways.• the importance of play 1.3 explain the potential effects on development, of pre conceptual, pre birth and birth experiences 1.4 explain the impact of current research into the development and learning of babies and young children |

| Range |
|---|
| <p>Pre-conceptual, pre birth and birth experiences may include:</p> <ul style="list-style-type: none"> • Smoking • Alcohol • Maternal ill health • Poor maternal diet • Substance abuse • Assisted birth • Birth trauma |

| Learning outcome |
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| <p>The learner will:</p> <p>2. Be able to promote the development and learning of babies and young children</p> |
| Assessment criteria |
| <p>2.1 undertake assessments of babies or young children's development and learning needs</p> <p>2.2 demonstrate in own practice how the indoor and outdoor environment is responsive to the development and learning needs of babies and young children</p> <p>2.3 plan play based activities and experiences based on assessments to support development and learning</p> <p>2.4 demonstrate in own practice the provision of play based activities and experiences to promote development and learning that are tailored to babies or young children's needs</p> |

| Range |
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| <p>Environment may include:</p> <ul style="list-style-type: none"> • Well-equipped, clean and safe with age appropriate equipment and materials • Provides appropriate challenge • Offers appropriate levels of sensory stimulation • Provides quiet calming spaces for babies and young children • Planned and organised around individual needs of Babies and young children |

| Learning outcome |
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| <p>The learner will:</p> <p>3. Understand the attachment needs of babies and young children</p> |
| Assessment criteria |
| <p>3.1 explain the benefits of the key worker/person system in early years settings</p> <p>3.2 explain how babies and young children learn and develop best from a basis of loving, secure relationships with carers and with key persons in work settings</p> <p>3.3 analyse the possible effects of poor quality attachments on the development of babies and children</p> |

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| Range |
| Possible effects of poor quality attachments may include: <ul style="list-style-type: none"> • Effects on social and emotional development and emotional security • Effects on ability to settle, take risks and make the most of learning opportunities • Possible effects on short and long term mental health • Effects on relationships with parents and professional carers |

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| Learning outcome |
| The learner will: 4. Be able to engage with babies and young children and be sensitive to their needs |
| Assessment criteria |
| 4.1 engage sensitively with babies and young children giving them time to respond 4.2 engage in playful activity with babies and young children 4.3 explain how babies express their emotions, preferences and needs and demonstrate responsive care in own practice. 4.4 explain why it is important to manage transitions for babies and young children 4.5 explain when and why babies and young children require periods of quiet to rest and sleep |

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| Range |
| Responsive care may include: <ul style="list-style-type: none"> • Where carer responds sensitively, consistently and promptly • Responses are sensitive to individual needs and preferences • Consistency of response • Responding promptly and managing situations to avoid delay |

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| Learning outcome |
| The learner will: 5. Be able to work in partnership with carers in order to promote the learning and development of babies and young children |
| Assessment criteria |
| 5.1 explain the primary importance of carers in the lives of babies and young children 5.2 demonstrate in own practice how to exchange information with carers 5.3 evaluate ways of working in partnership with carers |

Unit 322

Care for the physical and nutritional needs of babies and young children

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| UAN: | D/601/0130 |
| Level: | 3 |
| Credit value: | 6 |
| GLH: | 45 |
| Relationship to NOS: | This unit is linked to: <ul style="list-style-type: none">• CCLD 303 Promote children's development, 314 Provide physical care that promotes the health and development of babies and children under 3 years• HSC 37 Care for and protect babies |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development |
| Aim: | The unit is designed to assess competence in caring for the physical and nutritional needs of babies and young children. This would normally cover children from birth to their third birthday. |

| Learning outcome |
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| The learner will: <ol style="list-style-type: none">1. Be able to provide respectful physical care for babies and young children |
| Assessment criteria |
| The learner can: <ol style="list-style-type: none">1.1 demonstrate culturally and ethnically appropriate care for babies and young children for<ul style="list-style-type: none">• Skin• Hair• Teeth• Nappy area1.2 demonstrate in own practice how to take into account the preferences of carers in the provision of physical care and explain why this is important1.3 demonstrate in own practice how you engage with babies or young children in a respectful manner and provide personalised physical care tailored to their needs1.4 explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care and why these are necessary |

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| Learning outcome |
| The learner will: |
| 2. Be able to provide routines for babies and young children that support their health and development |
| Assessment criteria |
| The learner can: |
| 2.1 plan daily and weekly routines for babies and young children suitably personalised to meet individual needs |
| 2.2 demonstrate in own practice how to treat babies or young children with respect and sensitivity during everyday care routines |
| 2.3 explain the principles of effective toilet training and how this is incorporated into routines |

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| Range |
| Toilet training may include: |
| <ul style="list-style-type: none"> • Encouraging and praising • Treating child with respect and avoiding guilt • Working in partnership with carers • Flexible personalised approach • Starting training when the child is ready and not rushing process • Being positive and supportive to the child's efforts • Structuring physical environment to facilitate training • Avoiding confrontation • Providing plenty of fluids and fibre to prevent hard stools |

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| Learning outcome |
| The learner will: |
| 3. Be able to provide opportunities for exercise and physical activity |
| Assessment criteria |
| The learner can: |
| 3.1 explain the importance of exercise and physical activity for babies and young children |
| 3.2 demonstrate in own practice how to support babies or young children's exercise and physical activity |

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| Learning outcome |
| The learner will: |
| 4. Be able to provide safe and protective environments for babies and young children |
| Assessment criteria |
| The learner can: |
| 4.1 explain policies and procedures in own setting that cover health, safety and protection of babies and young children |
| 4.2 demonstrate and evaluate the safety features within the environment for babies and young children |
| 4.3 supervise babies or young children and demonstrate a balanced approach to risk management |
| 4.4 explain current advice on minimising sudden infant death syndrome in everyday routines for babies |

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| Range |
| Safety features may include: |
| <ul style="list-style-type: none"> • Socket covers • Safety gates • Corner protectors • Cupboard locks • Finger guards on doors |

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| Learning outcome |
| The learner will: |
| 5. Be able to provide for the nutritional needs of babies under 18 months |
| Assessment criteria |
| The learner can: |
| 5.1 identify, using current government guidance, the nutritional needs of babies until they are fully weaned and using information from carers plan a programme of weaning |
| 5.2 prepare formula feeds hygienically following current guidance |
| 5.3 evaluate the benefits of different types of formula that are commonly available |

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| Learning outcome |
| The learner will: |
| 6. Understand how to provide for the nutritional needs of young children from 18-36 months |
| Assessment criteria |
| The learner can: |
| 6.1 plan meals for young children that meet their nutritional needs based on current government guidance and information from carers |
| 6.2 explain food allergies and intolerances that a young child may experience and the importance of following carers instructions on the needs of their child |

Unit 323

Support positive practice with children and young people with speech, language and communication needs

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| UAN: | L/601/2861 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 28 |
| Relationship to NOS: | <p>There are links to:</p> <ul style="list-style-type: none">• Some of the competencies from CCLD Units 302, 306, 308, 312.• Speech, Language and Communication Framework: Universal: Strand C; Enhanced: Strand C |
| Endorsement by a sector or regulatory body: | This unit is endorsed by the Communications Trust, and Skills for Learning and Development |
| Aim: | This unit aims to ensure that practitioners work with children and young people at the centre of their practice and that they base their work on the strengths of the children and young people rather than their difficulties |

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| Learning outcome |
| <p>The learner will:</p> <ol style="list-style-type: none"> 1. Understand the concept of positive practice when working with children and young person with speech, language and communication needs |
| Assessment criteria |
| <p>The learner can:</p> <ol style="list-style-type: none"> 1.1 explain how to recognise and build on the strengths of a child or young person by giving different examples of positive strategies 1.2 compare the differences between strategies based on children and young people's strengths and abilities and those based around children's difficulties 1.3 provide examples of how current research evidence supports positive practice |

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| Range |
| <p>Positive strategies may include:</p> <ul style="list-style-type: none"> • Adapting adult language • Adapting the environment to support communication • Modelling and expanding the child or young person's language • Demonstrating specific communication behaviours • Facilitating communication between children and young people • Providing time and supported opportunities to communicate • Supporting and developing confidence and self-esteem |

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| Learning outcome |
| <p>The learner will:</p> <ol style="list-style-type: none"> 2. Know how to work alongside speech, language and communication specialists to use appropriate strategies and targets to support children and young people |
| Assessment criteria |
| <p>The learner can:</p> <ol style="list-style-type: none"> 2.1 identify and describe the different strategies and targets that can support children and young people's speech, language and communication needs 2.2 explain the process of how supportive strategies are selected and implemented to support children and young people's speech language and communication needs 2.3 explain own role in the process of how targets are set, monitored and evaluated along with specialist 2.4 compare different examples of how strategies and targets have been used to support children and young people with speech, language and communication needs |

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| Learning outcome |
| The learner will: |
| 3. Be able to place children and young people at the centre of professional practice when working with children and young people with speech, language and communication needs |
| Assessment criteria |
| The learner can: |
| 3.1 review and identify the particular issues and implications of own work setting for children and young people's speech, language and communication |
| 3.2 demonstrate ways to adapt and modify own communication, resources and tasks to support children and young people's speech, language and communication |
| 3.3 demonstrate effective ways to find out the views of children and young people and take them into account in planning and delivering practice |

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| Range |
| Resources and tasks may include: |
| <ul style="list-style-type: none"> • Everyday activities within the work setting • Specific resources or activities within, for example a curriculum • Daily routines within the setting • Published resources; written information |

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| Learning outcome |
| The learner will: |
| 4. Understand how to work with others to support the social, emotional and cognitive needs of children and young people |
| Assessment criteria |
| The learner can: |
| 4.1 explain how speech, language and communication needs can affect social, emotional and cognitive development in children and young people |
| 4.2 explain how social, emotional and cognitive needs can affect children and young people's speech, language and communication |
| 4.3 review and report on the roles of other professionals in supporting children and young people and explain how to access additional support |

Unit 324

Promote children in the early year's settings acquiring a new language through immersion

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| UAN: | K/601/3225 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 29 |
| Relationship to NOS: | This unit is linked to CCLD 347. |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | The purpose of this unit is to enable the learner to acquire the knowledge, understanding and skills to support children in early year's settings to acquire a new language through immersion. |

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| Learning outcome |
| The learner will: 1. Understand the needs of children and families within a new language learning environment |
| Assessment criteria |
| The learner can: 1.1 explain how the immersion method relates to the legal, policy and practice frameworks that are relevant for language acquisition in the country of the setting 1.2 explain the importance of sharing information with carers and involving them in the child's immersion language development. 1.3 explain what is meant by recognising and valuing cultures and why it is important to demonstrate to families that you value diversity 1.4 explain why it is important to recognise and value a child's right to use their language of choice 1.5 explain ways in which communication issues with families might be addressed |

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| Range |
| Carers may include: <ul style="list-style-type: none">• Parents• Family members• Paid carers |

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| Learning outcome |
| The learner will: |
| 2. Be able to implement the immersion method within the child care setting |
| Assessment criteria |
| The learner can: |
| 2.1 explain the stages of language immersion |
| 2.2 pronounce the immersion language clearly and accurately |
| 2.3 respond appropriately to children according to the stage of their immersion language acquisition |
| 2.4 demonstrate methods for supporting children to acquire the immersion language through play and active learning |
| 2.5 use verbal and non-verbal communication to encourage and reassure children in a new language environment |

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| Learning outcome |
| The learner will: |
| 3. Be able to plan the environment to promote children's immersion language acquisition |
| Assessment criteria |
| The learner can: |
| 3.1 outline the factors that create an environment conducive to immersion language acquisition |
| 3.2 plan and provide activities where individual children have opportunities to use the immersion language with other children |
| 3.3 provide individual activities where children are able to experiment with sounds and language |

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| Range |
| Factors include oral and visual. |

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| Learning outcome |
| The learner will: |
| 4. Be able to support the acquisition of language skills that children need to speak a new language |
| Assessment criteria |
| The learner can: |
| 4.1 explain how verbal interactions between adults in the setting might influence the children's acquisition of the language |
| 4.2 encourage children to use the immersion language including verbal interaction with practitioners and others |
| 4.3 demonstrate how literacy skills in the immersion language are supported and developed |

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| Range |
| Others may include: |
| <ul style="list-style-type: none"> • Parents, carers, guardians • Professionals • Multi-disciplinary teams • Colleagues |

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| Learning outcome |
| The learner will: |
| 5. Be able to review and evaluate the effectiveness of immersion language development within the setting |
| Assessment criteria |
| The learner can: |
| 5.1 work with others to define the baseline at which each child operates linguistically |
| 5.2 observe and record the child's language development during play activities including incidental use of the immersion language |
| 5.3 work with others to review a child's immersion language development to plan for progression |
| 5.4 share information of the child's immersion language development with carers following work setting processes |
| 5.5 work with others to review and evaluate the effectiveness of the language environment of the setting in promoting language acquisition through immersion |

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| Range |
| Others may include: <ul style="list-style-type: none"> • Parents, carers, guardians • Professionals • Multi-disciplinary teams • Colleagues Carers may include: <ul style="list-style-type: none"> • Parents • Family members • Paid carers |

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| Learning outcome |
| The learner will: |
| 6. Be able to evaluate own contribution to children's language development |
| Assessment criteria |
| The learner can: |
| 6.1 reflect on how own working practice has contributed to children's development within the immersion language |
| 6.2 adapt own practice to meet the needs of individual children |

Unit 325

Promote children's experiential learning

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| UAN: | T/602/1876 |
| Level: | 3 |
| Credit value: | 6 |
| GLH: | 44 |
| Relationship to NOS: | This unit is linked to CCLD 303. |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | The purpose of this unit is to assess the learner's knowledge, understanding and skills in supporting children's experiential learning. |

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| Learning outcome |
| The learner will: 1. Understand the importance of experiential learning for children's development |
| Assessment criteria |
| The learner can: 1.1 explain what is meant by experiential learning 1.2 explain how children's skills, development and learning is enhanced through active involvement in play and first hand experiences 1.3 explain the implications for a work setting of promoting experiential learning 1.4 evaluate the role in experiential learning of: <ul style="list-style-type: none">• child initiated play• adult directed activities |

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| Learning outcome |
| The learner will: |
| 2. Be able to support a curriculum model that promotes experiential learning |
| Assessment criteria |
| The learner can: |
| 2.1 explain how curriculum models for experiential learning provide a framework for good practice |
| 2.2 contribute to curriculum planning for experiential learning |
| 2.3 show how the curriculum model in own work setting supports experiential learning |
| 2.4 suggest ways to overcome barriers to experiential learning in own setting |

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| Range |
| Curriculum models |
| <ul style="list-style-type: none"> The model used should be relevant to the learner's UK Home Country. |

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| Learning outcome |
| The learner will: |
| 3. Be able to support an environment that promotes experiential learning |
| Assessment criteria |
| The learner can: |
| 3.1 explain why children need to feel comfortable in their environment in order to learn effectively |
| 3.2 explain how the environment is organised and managed to support experiential learning through continuous and enhanced provision |
| 3.3 plan an area of the environment to develop children's experiential learning |
| 3.4 prepare an area/s within the work setting based on the plan and explain how it contributes to children's experiential learning |
| 3.5 monitor how the play area supports experiential learning |

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| Range |
| Continuous and enhanced provision |
| Continuous provision describes the basic provision in all the physical areas of the setting covering all the areas of learning. These provide the secure environment needed to foster children's confidence. |
| Enhanced provision describes the adjustment and enrichment of the environment to meet individual child or group needs and interests. |

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| Learning outcome |
| The learner will: |
| 4. Be able to promote children's experiential learning through continuous and enhanced provision |
| Assessment criteria |
| The learner can: |
| 4.1 demonstrate how experiential learning starts from what individual children already know and can do |
| 4.2 ensure children have sufficient time to engage in, enjoy and complete activities |
| 4.3 use equipment and resources to facilitate the active involvement of children |
| 4.4 provide opportunities and stimuli that support children to lead discussions and shape ideas |
| 4.5 listen and respond to children in a way that supports their experiential learning |

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| Learning outcome |
| The learner will: |
| 5. Be able to promote children's experiential learning through focused tasks |
| Assessment criteria |
| The learner can: |
| 5.1 use focused tasks to develop children's concepts, skills and knowledge using accurate language and context |
| 5.2 meet the individual needs of children when undertaking focused teaching |
| 5.3 demonstrate how children's experiential learning can be used to enhance children's engagement in focused tasks |
| 5.4 demonstrate how focused tasks can be used to enhance children's experiential learning |

Unit 326

Understand models of disability

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| UAN: | F/601/3473 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 26 |
| Relationship to NOS: | This unit is linked to Sensory Services 1, 2, 3, 10, 11. |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | The purpose of this unit is to provide the learner with knowledge and understanding of models of disability. |

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| Learning outcome |
| The learner will: 1. Understand the difference between models of disability |
| Assessment criteria |
| The learner can: 1.1 outline the history and development of the medical, social and psycho-social models of disability 1.2 compare and contrast the medical, social and psycho-social models of disability |

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| Learning outcome |
| The learner will: 2. Understand how the adoption of models of disability can shape an individual's identity and experience |
| Assessment criteria |
| The learner can: 2.1 analyse how the medical, social and psycho-social models of disability can impact on an individual's identity and experience |

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| Learning outcome |
| <p>The learner will:</p> <p>3. Understand how the adoption of models of disability can shape service delivery</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 analyse how the medical, social and psycho-social models of disability can shape service delivery</p> <p>3.2 evaluate how own practice promotes the wellbeing and quality of life of individuals</p> |

Unit 328

Support children's physical development through activities

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| UAN: | L/504/2187 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 27 |
| Relationship to NOS: | SCD CCLD 0309 – Implement frameworks for early education through the development of curriculum planning SCD CCLD 0307 – Promote the health and physical development of children |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | The purpose of this unit is to develop learner's knowledge, understanding and skills of supporting children's physical development through activities. |

| Learning outcome |
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| The learner will: 1. Understand the importance of physical development for children's learning |
| Assessment criteria |
| The learner can: 1.1 explain why physical development is important to children's development 1.2 explain how physical development links with other areas of learning and development 1.3 explain the importance of using both the indoor and outdoor environment to develop children's physical development 1.4 evaluate sources of useful information in supporting children's physical development |

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| Learning outcome |
| The learner will: |
| 2. Be able to plan and organise an effective environment to support physical development |
| Assessment criteria |
| The learner can: |
| 2.1 explain the importance of undertaking assessments of children to support their physical development |
| 2.2 contribute to assessments of children's physical development |
| 2.3 use assessments as basic for both short term and long term planning of physical activity provision within the learning environment |
| 2.4 explain how physical development is implemented through the combination of adult-led and child-initiated activities |
| 2.5 explain how holistic plans support access to physical activities for every child in the setting including those with specific requirements |
| 2.6 Develop a holistic plan which incorporates physical activities |

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| Learning outcome |
| The learner will: |
| 3. Be able to use activities for children's physical development |
| Assessment criteria |
| The learner can: |
| 3.1 deliver a holistic plan which incorporates Physical Development |
| 3.2 use physical activities in everyday activities and routines to support children's physical development |
| 3.3 provide both structured and spontaneous opportunities and activities that support children's physical development |
| 3.4 use encouragement and praise when supporting children's physical development |

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| Learning outcome |
| The learner will: |
| 4. Be able to reflect on own performance in supporting physical development |
| Assessment criteria |
| The learner can: |
| 4.1 evaluate how own practice has contributed to children's physical development |
| 4.2 adapt own practice to meet children's physical development needs |
| 4.3 identify training and development needs for self to improve performance in provision of physical development |

Unit 329

Support children's learning in ICT

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| UAN: | R/504/2188 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 27 |
| Relationship to NOS: | SCD CCLD 0309 – Implement frameworks for early education through the development of curriculum planning SCD CCLD 0323 – Use information and communication technology to promote children's early learning |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to develop plans that support children's ICT skills. |

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| Learning outcome |
| The learner will: 1. Understand the importance of ICT for children's learning |
| Assessment criteria |
| The learner can: 1.1 research current developments in ICT that enrich children's learning 1.2 explain why ICT is important to children's learning 1.3 explain how ICT can be used to support areas of learning and development |

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| Learning outcome |
| The learner will: |
| 2. Be able to use assessments to develop plans for ICT skills development. |
| Assessment criteria |
| The learner can: |
| 2.1 explain the importance of undertaking assessments of children to support their ICT skills development |
| 2.2 contribute to assessments of children's understanding and use of ICT |
| 2.3 use assessments as a basis for both short term and long term planning of ICT provision within the learning environment |
| 2.4 research sources of information in developing ICT provision within the learning environment |
| 2.5 explain how ICT is implemented through the combination of adult-led activities and child-initiated activities |
| 2.6 explain how holistic plans support access to ICT learning for every child in the setting including those with specific requirements |
| 2.7 develop a holistic plan which incorporates ICT |

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| Learning outcome |
| The learner will: |
| 3. Be able to use activities for children's ICT skills development |
| Assessment criteria |
| The learner can: |
| 3.1 deliver a holistic plan which incorporates the development of ICT |
| 3.2 use ICT with children in everyday activities and routines to support their learning and development |
| 3.3 provide both structured and spontaneous opportunities and activities that develop children's knowledge and understanding of ICT |
| 3.4 use encouragement and praise when supporting children's learning in ICT |

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| Learning outcome |
| The learner will: |
| 4. Be able to reflect on own performance in supporting children's ICT skills development |
| Assessment criteria |
| The learner can: |
| 4.1 evaluate how own practice has contributed to children's ICT skills development |
| 4.2 adapt own practice to meet children's ICT development needs |
| 4.3 identify training and development needs for self to improve performance in supporting the use of ICT |

Unit 330

Support children's outdoor play

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| UAN: | Y/504/2189 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 27 |
| Relationship to NOS: | SCD CCLD 0309 – Implement frameworks for early education through the development of curriculum planning PW34 – Work with children and young people to create play spaces and support freely chosen self-directed play PW9 – Plan and support self directed play |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to support children's outdoor play. |

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| Learning outcome |
| The learner will: 1. Understand the importance of outdoor play for children's health, learning and development |
| Assessment criteria |
| The learner can: 1.1 analyse the benefits of outdoor play on children's health, learning and development 1.2 explain how outdoor play is linked to other areas of learning and development |

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| Learning outcome |
| <p>The learner will:</p> <ol style="list-style-type: none"> Be able to use assessments to develop plans to support outdoor play |
| Assessment criteria |
| <p>The learner can:</p> <ol style="list-style-type: none"> explain the importance of making an assessment of children's outdoor play contribute to making an assessment of children's outdoor play. use assessments as a basis for both short term and long term planning for the development of outdoor play research sources of information to support the development of outdoor play explain how the development of outdoor play is supported through the combination of adult-led activities and child-initiated activities explain why children need to experiment, explore and take risk through outdoor play explain how holistic plans support access to outdoor play for every child in the setting, including those with specific requirements engage with children to develop a holistic plan which incorporates outdoor play to include: <ul style="list-style-type: none"> environments within the work setting environments outside of the work setting |

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| Range |
| <p>Holistic plans: All aspects of learning are interlinked for young children</p> |

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| Learning outcome |
| The learner will: |
| 3. Be able to use activities for the development of children's outdoor play |
| Assessment criteria |
| The learner can: |
| 3.1 deliver a holistic plan which incorporates the development of outdoor play |
| 3.2 demonstrate how to make the best use of outdoor space |
| 3.3 use outdoor play with children in everyday activities and routines to support their learning and development |
| 3.4 encourage children to use the outdoor environment as a natural extension of their play |
| 3.5 provide both structured and spontaneous opportunities and activities that develop children's outdoor play |
| 3.6 encourage and praise children in their creative use of outdoor play |

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| Range |
| Holistic plans: |
| All aspects of learning are interlinked for young children |

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| Learning outcome |
| The learner will: |
| 4. Be able to reflect on own performance in supporting the development of children's outdoor play |
| Assessment criteria |
| The learner can: |
| 4.1 evaluate how own practice has contributed to the development of children's outdoor play |
| 4.2 adapt own practice to support children's outdoor play |
| 4.3 identify training and development needs for self to improve performance |

Unit 331

Support children's mathematical development

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| UAN: | L/504/2190 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 27 |
| Relationship to NOS: | SCD CCLD 0309 – Implement frameworks for early education through the development of curriculum planning SCD CCLD 0345 – Promote literacy, numeracy and language development for children's early learning |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to develop plans that support children's mathematical development. |

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| Learning outcome |
| The learner will: 1. Understand the importance of mathematical development for children's learning |
| Assessment criteria |
| The learner can: 1.1 explain why mathematical development is important to children's learning 1.2 explain how mathematics can be used to support areas of learning and development |

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| Learning outcome |
| The learner will: |
| 2. Be able to use assessments to develop plans for mathematical development |
| Assessment criteria |
| The learner can: |
| 2.1 explain the importance of undertaking assessments of children to support their mathematical development |
| 2.2 contribute to assessments of children's understanding and use of mathematics |
| 2.3 use assessments as a basis for both short term and long term planning of mathematical development |
| 2.4 research sources of information in supporting mathematical development |
| 2.5 explain how mathematical development is supported through the combination of adult-led activities and child-initiated activities |
| 2.6 Explain how holistic plans support access to mathematical learning for every child in the setting including those with specific requirements |
| 2.7 develop a holistic plan which incorporates mathematical learning |

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| Range |
| Holistic plans: All aspects of learning are interlinked for young children |

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| Learning outcome |
| The learner will: |
| 3. Be able to use activities for children's mathematical development |
| Assessment criteria |
| The learner can: |
| 3.1 deliver a holistic plan which incorporates the development of mathematical learning |
| 3.2 use mathematics with children in everyday activities and routines to support their learning and development |
| 3.3 provide both structured and spontaneous opportunities and activities that develop children's knowledge and application of mathematics |
| 3.4 use encouragement and praise when supporting children's mathematical development |

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| Range |
| Holistic plans: All aspects of learning are interlinked for young children |

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| Learning outcome |
| <p>The learner will:</p> <p>4. Be able to reflect on own performance in supporting children's mathematical development</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>4.1 evaluate how own practice has contributed to children's mathematical development</p> <p>4.2 adapt own practice to meet children's mathematical development needs</p> <p>4.3 identify training and development needs for self to improve performance in supporting the use of mathematics</p> |

Unit 332

Support children's language, literacy and communication

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|--|--|
| UAN: | R/504/2191 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 27 |
| Relationship to NOS: | SCD CCLD 0309 - Implement frameworks for early education through the development of curriculum planning SCD CCLD 0345 – Promote literacy, numeracy and language development for children's early learning |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to develop plans that support children's language, literacy and communication. |

| Learning outcome |
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| The learner will: 1. Understand the importance of language, literacy and communication for children's learning |
| Assessment criteria |
| The learner can: 1.1 explain why language, literacy and communication are important to children's learning 1.2 explain how language, literacy and communication can be used to support other areas of learning and development |

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| Learning outcome |
| <p>The learner will:</p> <ol style="list-style-type: none"> Be able to use assessments to develop plans for language, literacy and communication development |
| Assessment criteria |
| <p>The learner can:</p> <ol style="list-style-type: none"> explain the importance of undertaking assessments of children to support their language, literacy and communication development contribute to assessments of children's use of language, literacy and communication skills use assessments as a basis for both short term and long term planning for the development of language, literacy and communication skills research sources of information in supporting the development of language, literacy and communication explain how the development of language, literacy and communication is supported through the combination of adult-led activities and child-initiated activities explain how holistic plans support access to learning in language, literacy and communication for every child in the setting including those with specific requirements develop a holistic plan which incorporates language, literacy and communication learning |

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| Range |
| <p>Holistic plans: All aspects of learning are interlinked for young children</p> |

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| Learning outcome |
| The learner will: |
| 3. Be able to use activities for the development of children's language, literacy and communication |
| Assessment criteria |
| The learner can: |
| 3.1 deliver a holistic plan which incorporates the development of language, literacy and communication skills |
| 3.2 use language, literacy and communication with children in everyday activities and routines to support their learning and development |
| 3.3 use storytelling, rhyme and song to enrich the development of children's language, literacy and communication |
| 3.4 provide both structured and spontaneous opportunities and activities that develop children's knowledge and use of language, literacy and communication |
| 3.5 use encouragement and praise when supporting children's development of language, literacy and communication |

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| Range |
| Holistic plans: |
| All aspects of learning are interlinked for young children |

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| Learning outcome |
| The learner will: |
| 4. Be able to reflect on own performance in supporting the development of children's language, literacy and communication |
| Assessment criteria |
| The learner can: |
| 4.1 evaluate how own practice has contributed to the development of children's language, literacy and communication |
| 4.2 adapt own practice to meet children's language, literacy and communication development needs |
| 4.3 identify training and development needs for self to improve performance in supporting the development of language, literacy and communication skills |

Unit 333

Support children's knowledge and understanding of the world

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| UAN: | Y/504/2192 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 27 |
| Relationship to NOS: | SCD CCLD 309 - Implement frameworks for early education through the development of curriculum planning |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to develop plans that support children's knowledge and understanding of the world. |

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| Learning outcome |
| The learner will: 1. Understand the importance of knowledge and understanding of the world for children's learning |
| Assessment criteria |
| The learner can: 1.1 explain why knowledge and understanding of the world are important to children's learning 1.2 explain how knowledge and understanding of the world can be used to support areas of learning and development |

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| Learning outcome |
| The learner will: |
| 2. Be able to use assessments to develop plans for children's knowledge and understanding of the world |
| Assessment criteria |
| The learner can: |
| 2.1 explain the importance of undertaking assessments of children to support their development of knowledge and understanding of the world |
| 2.2 contribute to assessments of children's development of knowledge and understanding of the world |
| 2.3 use assessments as a basis for both short term and long term planning for the development of children's knowledge and understanding of the world |
| 2.4 research sources of information in supporting the development of children's knowledge and understanding of the world |
| 2.5 explain how the development of knowledge and understanding of the world is supported through the combination of adult-led activities and child-initiated activities |
| 2.6 explain how holistic plans support access to knowledge and understanding of the world for every child in the setting including those with specific requirements |
| 2.7 develop a holistic plan which incorporates knowledge and understanding of the world |

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| Range |
| Holistic plans: All aspects of learning are interlinked for young children |

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| Learning outcome |
| The learner will: |
| 3. Be able to use activities for the development of children's knowledge and understanding of the world |
| Assessment criteria |
| The learner can: |
| 3.1 deliver a holistic plan which incorporates the development of children's knowledge and understanding of the world |
| 3.2 use knowledge and understanding of the world with children in everyday activities and routines to support their learning and development |
| 3.3 use storytelling, rhyme and song to enrich the development of children's knowledge and understanding of the world |
| 3.4 provide both structured and spontaneous opportunities and activities that develop children's knowledge and understanding of the world |
| 3.5 use encouragement and praise when supporting children's development of knowledge and understanding of the world |

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| Learning outcome |
| <p>The learner will:</p> <ol style="list-style-type: none"> 4. Be able to reflect on own performance in supporting the development of children's knowledge and understanding of the world |
| Assessment criteria |
| <p>The learner can:</p> <ol style="list-style-type: none"> 4.1 evaluate how own practice has contributed to the development of children's knowledge and understanding of the world 4.2 adapt own practice to meet children's knowledge and understanding of the world development needs 4.3 identify training and development needs for self to improve performance in supporting the development of children's knowledge and understanding of the world |

Unit 334

Contribute to effective team working in health and social care or children and young people's setting

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| UAN: | H/504/2194 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 25 |
| Relationship to NOS: | SCD CCLD 0338 – Develop productive working relationships with others SCD HSC 3121 – Promote the effectiveness of teams |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development |
| Aim: | The purpose of this unit is to develop the knowledge, understanding and skills of learners to enable them to contribute to effective team work in health and social care or children and young people settings. |

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| Learning outcome |
| The learner will: 1. Understand theories of teams and team working |
| Assessment criteria |
| The learner can: 1.1 outline models of team working 1.2 explain the process of team development 1.3 analyse how shared goals can lead to team cohesion |

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| Range |
| Teams could include: <ul style="list-style-type: none">• Within the organisation / service• Multi-disciplinary• Multi-agency |

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| Learning outcome |
| The learner will: 2. Understand the principles that underpin effective teamwork |
| Assessment criteria |
| <p>The learner can:</p> <p>2.1 explain why teams need:</p> <ul style="list-style-type: none"> • clear objectives • clearly defined roles and responsibilities • trust and accountability • confidentiality • effective communication • conflict resolution <p>2.2 explain why mutual respect and support promotes effective teamwork</p> <p>2.3 explain how the values of own organisation influences the working of your team</p> <p>2.4 explain how teams manage change</p> <p>2.5 explain the benefits of effective team performance</p> |

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| Learning outcome |
| The learner will: 3. Be able to work as part of a team |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 identify own role and responsibility in the team</p> <p>3.2 fulfil own responsibilities within the team</p> <p>3.3 communicate effectively with team members</p> <p>3.4 involve other team members in decision making</p> <p>3.5 seek support and advice from others</p> <p>3.6 offer support to other team members</p> <p>3.7 explain lines of reporting and responsibility in the team</p> <p>3.8 analyse the strengths and contributions of other team members to the work of the team</p> |

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| Range |
| <p>Others could include:</p> <ul style="list-style-type: none"> • Team members and colleagues • Other professionals • Line manager |

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| Learning outcome |
| The learner will: |
| 4. Be able to support individual team members |
| Assessment criteria |
| The learner can: |
| 4.1 provide encouragement and support to individual team members within their roles |
| 4.2 provide constructive feedback on performance to individual team members |

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| Learning outcome |
| The learner will: |
| 5. Be able to review the work of the team |
| Assessment criteria |
| The learner can: |
| 5.1 reflect on own performance in working as part of a team |
| 5.2 review team performance in achieving or working towards goals |
| 5.3 contribute to the development of continuous improvement within the work of the team |

Unit 335

Support the development of positive behaviour in children

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| UAN: | L/504/2206 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 22 |
| Relationship to NOS: | SCDHSC0326 – Promote the development of positive behaviour in children and young people |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | The purpose of this unit is to develop the knowledge, understanding and skills of the learner to support children to develop positive behaviour. |

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| Learning outcome |
| The learner will: 1. Understand principles of supporting the development of positive behaviour in children |
| Assessment criteria |
| The learner can: 1.1 outline theories of behaviour development in children |

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| Learning outcome |
| The learner will: 2. Be able to establish behavioural goals and boundaries with children |
| Assessment criteria |
| The learner can: 2.1 communicate with a child about their behaviour according to their level of ability and understanding 2.2 support a child to gain understanding of expectations about their behaviour 2.3 support a child to gain understanding of why goals and boundaries must be set for their behaviour 2.4 work with a child, key people and others to identify behavioural goals and boundaries that will support positive behaviour 2.5 record agreed behavioural goals and boundaries in line with work setting requirements |

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| Range |
| <p>Key people are those who are important to a child who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the individual has an important relationship</p> <p>Others may include:</p> <ul style="list-style-type: none"> • Colleagues • Other professionals |

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| Learning outcome |
| <p>The learner will:</p> <p>3. Be able to support children to understand their behaviour</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 support a child to develop understanding of when their behaviour is acceptable and when it is unacceptable.</p> <p>3.2 support a child to develop understanding of the consequences of:</p> <ul style="list-style-type: none"> • acceptable behaviour • unacceptable behaviour <p>3.3 support a child to develop recognition of the benefits of positive behaviour for themselves, key people and others</p> <p>3.4 work with a child to develop an understanding of why they behave in certain ways</p> <p>3.5 work with a child to develop an understanding of how they are feeling when they engage in unacceptable behaviour</p> |

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| Learning outcome |
| <p>The learner will:</p> <p>4. Be able to support children to achieve behavioural goals and adhere to agreed boundaries</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>4.1 support a child to identify behaviours that show that they are meeting behavioural goals or plans</p> <p>4.2 work with key people and others to provide consistent support to a child to help them meet behavioural goals and agreed boundaries</p> <p>4.3 use stimulating and achievable activities to engage children to support them to meet agreed behavioural goals and boundaries.</p> <p>4.4 provide constructive feedback to a child on meeting behavioural goals and agreed boundaries</p> <p>4.5 use praise to reinforce positive behaviour in a child</p> <p>4.6 support the positive behaviour of children through own actions</p> <p>4.7 use agreed interventions to help a child end an instance of unacceptable behaviour</p> <p>4.8 work with a child to develop their understanding of why they engaged in unacceptable behaviour</p> <p>4.9 work with a child to develop their understanding of how they might have behaved differently</p> |

- 4.10 record progress towards the achievement of behavioural goals in line with work setting requirements
- 4.11 record instances of unacceptable behaviour in line with work setting requirements
- 4.12 access help and support where there are concerns about the behaviour of a child

Unit 336

Promote nutrition and hydration in early years and children's settings

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| UAN: | A/503/2576 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 32 |
| Relationship to NOS: | Links to NOS CCLD 307 |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development |
| Aim: | This unit is aimed at learners who work in early years or childcare settings. The unit develops the learners' knowledge and skills in contributing to the promotion of nutrition and hydration |

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| Learning outcome |
| The learner will: 1. Understand the principles of a balanced diet for children |
| Assessment criteria |
| The learner can: 1.1 describe current government nutritional guidelines for a balanced diet for children 1.2 define the main food groups 1.3 identify sources of essential nutrients 1.4 explain the importance of a balanced diet 1.5 evaluate the impact of poor diet on health and wellbeing 1.6 explain how dietary requirements change across the span of the early years |

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| Range |
| Nutritional guidelines refers to the latest national guidance for appropriate age groups Health refers to general physical health and healthy weight (ie BMI in the accepted range for the individual's group) Wellbeing refers to a state where human needs are met and one can meaningfully pursue goals and enjoy a satisfactory quality of life |

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| Learning outcome |
| The learner will: |
| 2. Be able to plan and promote a balanced diet for children |
| Assessment criteria |
| The learner can: |
| 2.1 evaluate the factors that may affect nutritional intake |
| 2.2 explain how a healthy diet can be promoted for children |
| 2.3 plan a balanced diet for a child that meets their individual dietary requirements |
| 2.4 encourage children to eat a healthy balanced diet |
| 2.5 evaluate own and others contribution to the balanced diet of a child |

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| Range |
| <p>Factors can include:</p> <ul style="list-style-type: none"> • Culture and religion • Individual preferences and habits • Physical factors – positioning, oral hygiene etc • Psychological factors – depression, eating disorders etc • Income, lifestyle and social convention • Advertising and fads • Family and peer group influences • Ethics, morals and political beliefs • Neglect <p>Healthy diet is one based on sound nutritional principles. It would usually feature</p> <ul style="list-style-type: none"> • High consumption of fruits & vegetables • Low consumption of red meat & fatty foods • Meals based on starch foods • Raw foods & whole grains are preferred to processed or refined foods • Protein primarily from fish, dairy products, nuts • Low consumption of salt, pepper, sugar, saturated fats, coffee & other caffeinated beverages • Low consumption of alcohol • Drinking plenty of water • Organic and/or unprocessed foods–ie, produced without pesticides and chemical preservatives <p>Others may include:</p> <ul style="list-style-type: none"> • parents or carers • colleagues • other professionals eg health visitors, school nurses, dieticians, speech and language therapist etc |

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| Learning outcome |
| The learner will: |
| 3. Understand the principles of hydration for babies and children |
| Assessment criteria |
| The learner can: |
| 3.1 explain the importance of hydration |
| 3.2 describe the signs of dehydration in babies and children |
| 3.3 explain the impact of dehydration on health and wellbeing |

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| Learning outcome |
| The learner will: |
| 4. Be able to promote hydration in babies and/or children |
| Assessment criteria |
| The learner can: |
| 4.1 evaluate the factors that may affect hydration |
| 4.2 explain how hydration can be promoted for babies and children |
| 4.3 demonstrate different approaches to promote hydration for babies or children |
| 4.4 evaluate the effectiveness of different ways of promoting hydration for babies and/or children |

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| Learning outcome |
| The learner will: |
| 5. Understand how to contribute to the prevention of malnutrition in babies and children |
| Assessment criteria |
| The learner can: |
| 5.1 describe the signs of malnutrition |
| 5.2 explain the risk factors that may lead to malnutrition |
| 5.3 explain ways of increasing nutritional density of foods and drinks |

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| Learning outcome |
| The learner will: |
| 6. Understand the principles of infant feeding |
| Assessment criteria |
| The learner can: |
| 6.1 compare the benefits of breast feeding and infant formula feeding |
| 6.2 explain current UN and national guidance on breast feeding. |
| 6.3 describe current national guidance on the introduction of solid foods |
| 6.4 discuss suitable choices of foods and drinks for weaning |

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| Range |
| UN and national guidance refers to the latest guidance supporting breast feeding which may include the UN Baby Friendly Initiative |

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| Learning outcome |
| The learner will: |
| 7. Understand the importance of special dietary requirements for babies and children |
| Assessment criteria |
| The learner can: |
| 7.1 explain circumstances where babies or children have special dietary requirements |
| 7.2 describe special diets |
| 7.3 analyse the potential risks of not following a special diet |

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| Range |
| <p>Special diets/special dietary requirements in this context may include therapeutic diets for an illness or condition (eg food allergy, diabetes, eating, drinking or swallowing difficulty - Dysphagia, coeliac disease) or may include those that may <i>prevent / limit / promote / meet</i> one or more of the following:</p> <ul style="list-style-type: none"> • Aspiration/choking • Appetite • Weight (ie underweight or overweight) • Personal choice and control (eg vegan and vegetarian or cultural and religious choices) |

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| Learning outcome |
| The learner will: |
| 8. Be able to contribute to the monitoring of nutrition and hydration for babies or children |
| Assessment criteria |
| The learner can: |
| 8.1 describe own responsibilities in relation to monitoring nutrition and hydration |
| 8.2 explain the responsibilities of others in relation to monitoring the nutrition and hydration of babies or children |
| 8.3 complete records for the monitoring of nutrition and hydration in line with agreed ways of working |
| 8.4 explain actions to take when there are concerns about the nutrition and hydration of babies or children |

Unit 337

Understand playwork principles

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| UAN: | J/602/1798 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 35 |
| Relationship to NOS: | This unit reflects the NOS from <ul style="list-style-type: none">• PW8 Develop and promote positive relationships• PW11 Work with colleagues in a team |
| Endorsement by a sector or regulatory body: | This unit is endorsed by SkillsActive |
| Aim: | This unit covers knowledge and understanding of the principles underpinning playwork practice |

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| Learning outcome |
| The learner will: 1. Understand the role of, and need for, play |
| Assessment criteria |
| The learner can: 1.1 explain the innate drive for children and young people to play 1.2 analyse how play is necessary for all children and young people's development and well being 1.3 explain what is meant by play being a biological, psychological, sociological necessity |

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| Learning outcome |
| The learner will: 2. Understand children and young people's rights in relation to play |
| Assessment criteria |
| The learner can: 2.1 evaluate the importance of the UN Convention on the Rights of the Child in relation to play provision 2.2 explain how playwork organisations seek to meet the rights of all children and young people for play |

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| Range |
| UN Convention on the Rights of the Child Ratified by the UK Organisations Before/after school club, holiday play scheme, play centre, open access centre, adventure playground, play bus / mobile unit, youth groups, local authorities/councils |

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| Learning outcome |
| The learner will: 3. Understand the role of the playwork team in supporting children and young people's play |
| Assessment criteria |
| The learner can: 3.1 explain the importance of a team approach to supporting children and young people to create play spaces 3.2 explain the role of playworkers acting as advocates for play 3.3 evaluate different interventions a playwork team can use to support children and young people's play 3.4 explain the importance of balancing the needs and rights of individual children and young people with the needs and rights of others 3.5 evaluate the impact of playworkers on the play space 3.6 evaluate the impact of children and young people's play on members of the playwork team 3.7 explain the concept of reflective practice in the context of a playwork team |

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| Range |
| People Playworkers, assistant playworkers, playground staff, play development officers, Playwork coordinators, trainers, facility managers Advocates for play A spokes person for the support of children and young peoples play |

Unit 338

Understand children and young people's self-directed play

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| UAN: | L/602/1799 |
| Level: | 3 |
| Credit value: | 5 |
| GLH: | 35 |
| Relationship to NOS: | <p>This unit reflects the following NOS</p> <ul style="list-style-type: none">• PW9 Plan and support self-directed play• PW13 Contribute to children's health and well-being• PW7 Develop and maintain a healthy, safe and secure environment for children |
| Endorsement by a sector or regulatory body: | <p>This unit is endorsed by SkillsActive</p> |
| Aim: | <p>This unit covers the knowledge, understanding and some elements of practice that a playworker requires to support children and young people's freely chosen, self-directed play and reflect on their practice.</p> |

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| Learning outcome |
| The learner will: |
| 1. Understand the nature of freely chosen, self-directed play |
| Assessment criteria |
| The learner can: |
| 1.1 explain the characteristics of freely chosen, self-directed play |
| 1.2 explain the importance of observation to analyse children and young people's play |
| 1.3 explain why it is important to collect information other than by observation in order to analyse children and young people's play preferences |

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| Range |
| Characteristics Engaging, accessibility to resources/environment, without adult agenda, child/young person led, child/young person initiated, child/young persons own agenda |
| Observing and analysing Observing and checking on children and young people's play behaviour, looking at what is happening and why |
| Information What the child or young person wants/wishes |

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| Learning outcome |
| The learner will: |
| 2. Understand the key concepts involved in children and young people's play |
| Assessment criteria |
| The learner can: |
| 2.1 explain the following terms, giving an example for each: <ul style="list-style-type: none"> • play needs and play preferences • the play cycle and its component parts • loose parts • play spaces |
| 2.2 list the 16 play types and give examples for each |

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| Range |
| Play types Communication play, creative play, deep play, dramatic play, exploratory play, fantasy play, imaginative play, locomotor play, mastery play, object play, role play, rough and tumble, social play, socio-dramatic play, symbolic play, evolutionary play |

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| Learning outcome |
| The learner will: |
| 3. Understand how to balance requirements for health, safety and welfare with the need for stimulation, challenge and risk |
| Assessment criteria |
| The learner can: |
| 3.1 summarise the main health, safety and security requirements that apply to a play environment |
| 3.2 explain the benefits of risk, stimulation and challenge during children and young people's play |
| 3.3 explain the concept of acceptable and unacceptable risk in the context of all children and young peoples play |
| 3.4 evaluate the different approaches to managing risk and risk benefit analysis during children and young people's play |
| 3.5 explain the value of enabling children and young people to manage risk for themselves |
| 3.6 explain how playwork organisations seek to balance the health, safety and security of the play environment with children and young people's need for stimulation, risk and challenge |

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| Range |
| Requirements Current for home counties, risk assessments, suitability of staff (criminal record checks), staff:child/young person ratios, legislation, policies and procedures, code of conduct, safeguarding |
| Approaches Empowering and enabling linked to intervention styles |
| Organisations Before/after school club, holiday play scheme, play centre, open access centre, adventure playground, play bus / mobile unit, youth groups, local authorities/councils |

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| Learning outcome |
| The learner will: |
| 4. Be able to reflect on children and young people's play |
| Assessment criteria |
| The learner can: |
| 4.1 observe play in a way that is sensitive to the children and young people involved |
| 4.2 reflect on observations of children and young people's play |
| 4.3 collect further information about children and young people's play and play preferences |
| 4.4 identify a range of different play types from own observations |
| 4.5 evaluate the impact of adult intervention on children and young people's play |

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| Range |
| <p>Observe Looking at and sometimes recording children and young peoples play behaviours and needs. The observation is not for the use of monitoring children and young peoples development or planning a curriculum of activities</p> <p>Reflect Thinking about the observations and identifying what is going well and what could be improved on to support self direct play</p> <p>intervention Intervention styles, play cycle.</p> |

Unit 339

Understand the organisational frame-work for play

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| UAN: | T/602/1800 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 35 |
| Relationship to NOS: | <p>This unit links to the following NOS</p> <ul style="list-style-type: none"> • PW6 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people • UK Codes of Practice for Social Care Workers |
| Endorsement by a sector or regulatory body: | This unit is endorsed by SkillsActive |
| Aim: | This unit covers the knowledge and understanding that a playworker needs to develop a framework of policies and procedures that reflect children and young people's rights |

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| Learning outcome |
| <p>The learner will:</p> <ol style="list-style-type: none"> 1. Understand the rights of children and young people in a playwork context |
| Assessment criteria |
| <p>The learner can:</p> <ol style="list-style-type: none"> 1.1 summarise the key legal requirements covering the rights of children and young people and those who care for them in a play context 1.2 explain the importance of the play environment having policies and procedures that reflect legal requirements 1.3 evaluate different theories and models of good practice relating to inclusion 1.4 explain how to recognise attitudinal, environmental and institutional barriers to inclusion in a play environment 1.5 explain how to promote children and young people's rights in the play environment 1.6 clarify the difference between separate, segregated, integrated and inclusive play provision |

| Range |
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| <p>Legal requirements Current laws and regulations (Home Country) that playwork settings must follow</p> <p>Play environment Any play setting or area that supports children and young people's play</p> <p>Theories and models Social model of disability, accessibility, anti-discriminatory</p> <p>Attitudinal barriers Preconceived perceptions of staff and volunteers</p> <p>Environmental barriers Lack of access, lack of resources</p> <p>Institutional barriers Restrictions dictated by the organisation or building</p> <p>Inclusion Open and accessible to all, with barriers removed</p> |

| Learning outcome |
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| <p>The learner will:</p> <ol style="list-style-type: none"> 2. Understand how to contribute to strategies, policies and procedures that reflect children and young people's rights |
| Assessment criteria |
| <p>The learner can:</p> <ol style="list-style-type: none"> 2.1 evaluate a playwork organisation's strategies, policies and procedures in relation to the children and young people's rights 2.2 explain how to develop policies and procedures for a play environment to cover: <ul style="list-style-type: none"> • play and social activities • health and safety • anti-discriminatory practice • child protection and bullying • responding to behavior 2.3 explain how to ensure that policies and procedures are put into practice 2.4 clarify the importance of reviewing policies and procedures 2.5 explain how to review policies and procedures |

| Range |
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| <p>Strategies Overall plans and aims</p> <p>Policies Specific aims of what the organisation wishes to do</p> <p>Procedures Actions that need to be followed to ensure the policy is put into practice</p> <p>Ensure Monitoring, review, appraisal, quality assurance, supervision</p> |

Unit 340

Understand relationships in the play environment

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| UAN: | A/602/1801 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 20 |
| Relationship to NOS: | <p>This unit links to the following NOS</p> <ul style="list-style-type: none"> • PW8 Develop and promote positive relationships • PW14 Engage with parents and carers in the play environment |
| Endorsement by a sector or regulatory body: | This unit is endorsed by SkillsActive |
| Aim: | <p>This unit covers the knowledge and understanding that a playworker needs to build relationships with children, young people and other adults in a play environment. Other adults must include parents and others involved in the care of children and young people</p> |

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| Learning outcome |
| <p>The learner will:</p> <ol style="list-style-type: none"> 1. Understand how to develop relationships with children and young people |
| Assessment criteria |
| <p>The learner can:</p> <ol style="list-style-type: none"> 1.1 explain how the development of children and young people affects the way they relate to playworkers 1.2 evaluate different strategies for helping children and young people to feel welcome and valued in the play environment 1.3 explain what is meant by 'appropriate' and 'inappropriate' behaviour when a playworker interacts with children 1.4 explain why it is important to involve children and young people in decision making 1.5 evaluate different strategies that can be used to involve children and young people in decision making 1.6 explain how to negotiate with children and young people at different stages of development 1.7 explain different approaches that can be used to show children and young people that the playworker respects their individuality |

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| Range |
| <p>Development Physical, intellectual, emotional, relationships, human growth from birth through adolescence</p> <p>Strategies Key person, positive images, open door policy, consultation</p> <p>Strategies Children's forum, suggestion box, questionnaires, idea board, children/young person representation on management committee</p> <p>Stages of development Physical, emotional, intellectual, relationships, communication, age related</p> |

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| Learning outcome |
| <p>The learner will:</p> <p>2. Understand how to support communication with children and young people</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>2.1 explain the importance of the playworker communicating clearly with children and young people</p> <p>2.2 explain why it is important for children and young people to be able to ask questions, offer ideas and make suggestions in the play environment</p> <p>2.3 explain the importance of listening to children and young people</p> <p>2.4 explain different strategies that can be used to communicate with children and young people who have communication difficulties</p> |

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| Range |
| <p>Communicating clearly Speaking, listening and body language that is consistent and transparent so that no misunderstanding of meaning can be given to the children and young people</p> <p>Strategies Alternative methods, technological, translation</p> |

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| Learning outcome |
| <p>The learner will:</p> <p>3. Be able to support communication with children and young people</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 demonstrate two-way communication with a range of children and young people</p> <p>3.2 demonstrate behaviour that shows children and young people's ideas and feelings are valued</p> <p>3.3 demonstrate different methods of supporting children and young people to communicate with others</p> |

| Learning outcome |
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| <p>The learner will:</p> <p>4. Understand how to support children and young people in developing relationships with others</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>4.1 summarise different ways in which a playworker can help children and young people understand the value and importance of positive relationships with others</p> <p>4.2 explain the importance of children and young people valuing and respecting other people's individuality and feelings</p> <p>4.3 summarise different strategies a playworker can use to help children and young people value and respect other people's individuality and feelings</p> <p>4.4 justify why it is important to be consistent and fair when responding to behaviour in the play environment</p> <p>4.5 summarise different strategies a playworker can use when responding to children and young people's behavior</p> <p>4.6 explain why it is important for children and young people to be able to deal with conflict themselves</p> <p>4.7 explain the types of support a playworker might need to give to help children and young people deal with conflict themselves</p> |

| Range |
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| <p>Individuality Diversity, differing strengths, weaknesses, personality, identity, culture and way of being</p> <p>Strategies <i>Value and respect</i> - role-modelling, positive images, celebrating diversity, information sharing <i>Reinforce positive behaviour</i> - role-modelling, positive images, celebrating diversity, information sharing, praise <i>Deal with negative behaviour</i> - time-out, rewards and sanctions, involve parents/carers, group agreements, appropriate responsibility, keeping an open mind</p> <p>Support Opportunities for discussion, debate, fairness without taking the conflict away, acknowledgement of emotions</p> |

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| Learning outcome |
| The learner will: |
| 5. Understand how to communicate with adults |
| Assessment criteria |
| The learner can: |
| 5.1 explain why it is important to have positive relationships with adults in the play environment |
| 5.2 explain the importance of clear communication with adults in the play environment |
| 5.3 summarise different strategies the playworker can use to communicate with adults who have communication difficulties |
| 5.4 evaluate types of situations that might lead to conflict between playworkers and other adults |
| 5.5 explain different strategies the playworker can use to deal with conflict situations involving other adults |

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| Range |
| Strategies - communicate Translation, technology, positive images, avoiding use of jargon |
| Communication difficulties Visual/hearing impairment, English as a second language, literacy issues |
| Situations With other staff, with parents/carers |
| Strategies - deal with conflict Clear communication (written and verbal), policies and procedures, whistle blowing, reporting |

Unit 341

Understand health, safety and security in the play environment

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| UAN: | F/602/1802 |
| Level: | 3 |
| Credit value: | 2 |
| GLH: | 15 |
| Relationship to NOS: | This unit links to the following NOS PW7 Develop and maintain a healthy, safe and secure environment for children |
| Endorsement by a sector or regulatory body: | This unit is endorsed by SkillsActive |
| Aim: | This unit covers the knowledge and understanding that a playworker requires to maintain health, safety and welfare in a play environment |

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| Learning outcome |
| The learner will: 1. Understand the requirements for health, safety and security in the play environment |
| Assessment criteria |
| The learner can: 1.1 summarise the statutory and regulatory requirements covering the health, safety and security in a play environment for: <ul style="list-style-type: none">• children and young people• workers• families and visitors 1.2 explain the regulations covering manual handling and the risks associated with lifting and carrying children 1.3 explain how child development affects health, safety and security arrangements in a play environment |

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| Range |
| Statutory and regulatory requirements Current laws and regulations (Home Country) that playwork settings must follow Regulations Manual Handling Operations Regulations |

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| Learning outcome |
| The learner will: |
| 2. Understand health, safety and security procedures in a play setting |
| Assessment criteria |
| The learner can: |
| 2.1 explain the procedures to follow for safety checking the following in a play environment: <ul style="list-style-type: none"> • facilities • equipment • toilets • washing areas • movement and activity of children and young people |
| 2.2 explain the security procedures to follow for the arrival and departure of children and young people at a play environment |
| 2.3 explain the procedures for the storage and administration of medicines at a play environment |

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| Range |
| Procedures Checklists, manufacturers' instructions, reporting faulty equipment, fire-drills, attendance register, risk assessment Security Procedures Signing in/out of children, appropriate adult collection Procedures – storage and administration of medicines Actions that need to be followed to ensure the policy is put into practice, including safe storage, appropriate training where needed (epipen) |

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| Learning outcome |
| The learner will: |
| 3. Understand how to assess risk in a play environment |
| Assessment criteria |
| The learner can: |
| 3.1 explain the theories and models of risk assessment that are used for the following: <ul style="list-style-type: none"> • indoor play environment • outdoor play environment • outings |
| 3.2 explain the difference between formal and informal risk assessments |

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| Range |
| Theories and models Five Steps to Risk Assessment (HSE), Risk Benefit |

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| Learning outcome |
| The learner will: |
| 4. Understand how to respond to accidents and other emergencies in a play environment |
| Assessment criteria |
| The learner can: |
| 4.1 explain the procedures to follow to record and report accidents and incidents |
| 4.2 explain the required contents of a first aid kit |
| 4.3 explain how to respond to a range of situations involving accidents and injuries , taking account of the age of the children and young people involved |
| 4.4 describe the signs and symptoms of the common types of childhood illnesses and allergies that a playworker is likely to encounter |
| 4.5 explain appropriate responses to a range of common childhood illnesses and allergies |
| 4.6 evaluate the emergency procedures in a play environment for: <ul style="list-style-type: none"> • fire • missing children • evacuation |

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| Range |
| Procedures- Accident book, RIDDOR, reporting to regulatory bodies Accidents and injuries Falls/trips, collisions, use of equipment/resources, head injury, cuts/grazes, bruises, burns/sunburn, sprains, broken bones Illnesses and allergies Meningitis, nut allergy, chickenpox, stomach bug, dairy allergy, mumps, head lice, cold/flu |

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| Learning outcome |
| The learner will: |
| 5. Understand hygiene practices in a play environment |
| Assessment criteria |
| The learner can: |
| 5.1 explain good hygiene practices in relation to: <ul style="list-style-type: none"> • cross infection • systems for the disposal of different types of waste • food handling • handling bodily fluids • issues concerning the spread of HIV and hepatitis |

Unit 342

Understand how to plan for and support children and young people's self-directed play

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| UAN: | J/602/1803 |
| Level: | 3 |
| Credit value: | 5 |
| GLH: | 40 |
| Relationship to NOS: | This unit links to the following NOS - PW9 Plan and support self-directed play |
| Endorsement by a sector or regulatory body: | This unit is endorsed by SkillsActive |
| Aim: | This unit covers the knowledge, understanding and some elements of practice that a playworker requires to support children and young people's freely chosen, self-directed play and reflect on their practice |

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| Learning outcome |
| The learner will: 1. Understand how to plan for children and young people's self-directed play |
| Assessment criteria |
| The learner can: 1.1 explain why it is important to identify children and young people's play needs and preferences 1.2 explain how the development of children and young people affects their play needs and preferences 1.3 evaluate a range of methods for consulting with children and young people on their play needs and preferences 1.4 summarise the types of indicators and objectives that can be used to evaluate play provision |

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| Range |
| Development Physical, intellectual, emotional, relationships, human growth from birth through adolescence Methods Discussion, speaking, questionnaires, games, idea board, suggestion box Indicators and objectives Feedback (formal and informal), observation, self-assessment forms linked to regulatory bodies, quality assurance (eg First Claim) |

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| Learning outcome |
| The learner will: 2. Understand how to create play spaces for children and young people's self-directed play |
| Assessment criteria |
| The learner can: 2.1 explain how to create the following types of play spaces : physical, transient affective, permanent 2.2 explain how these play spaces could offer opportunities for a range of play experiences 2.3 explain why it is important to create play spaces that children and young people can adapt to their own needs 2.4 explain how to obtain and create resources for play spaces 2.5 explain how to work with children and young people in the creation of play spaces |

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| Range |
| Play spaces Physical, affective, permanent or transient that supports and enriches the potential for children and young people's self-directed play Play types Communication play, creative play, deep play, dramatic play, exploratory play, fantasy play, imaginative play, locomotor play, mastery play, object play, role play, rough and tumble, social play, socio-dramatic play, symbolic play, evolutionary play Resources Loose Parts, staff, recyclable materials, natural resources – outside environment, the elements |

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| Learning outcome |
| The learner will: |
| 3. Understand how to support children and young people's self-directed play |
| Assessment criteria |
| The learner can: |
| 3.1 explain why it is important for children and young people to choose and explore play spaces for themselves |
| 3.2 explain how to decide when is the appropriate time to provide support during children and young people's play |
| 3.3 explain why it is important to leave the content and intent of play to children and young people |
| 3.4 explain why it is important to allow play to continue uninterrupted |
| 3.5 explain why it is important not to show children and young people 'better ways' of doing things, unless they ask |
| 3.6 explain how to identify and respond to a play cue |

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| Range |
| Play Cue Communication signs from the child or young person wishes to play or invite others to play, eg language, facial expression or body language. |

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| Learning outcome |
| The learner will: |
| 4. Understand how to help children and young people manage risk during play |
| Assessment criteria |
| The learner can: |
| 4.1 justify why it is important to encourage and support acceptable risk taking during self-directed play |
| 4.2 explain the levels of risk that are acceptable according to a play organisation's policies and procedures |
| 4.3 explain how the development of children and young people affects the assessment and management of risk during self-directed play |
| 4.4 evaluate different strategies for enabling children and young people to manage risk for themselves |

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| Range |
| Acceptable Risk An understanding of the possibility of the hazard causing harm eg: the use of sharp craft knives in den building activity Strategies Enabling, empowering, appropriate, intervention styles |

Unit 350

Engage parents in their children's early learning

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| UAN: | M/502/3812 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 20 |
| Relationship to NOS: | This unit has been mapped on to the national occupational standards for Work with Parents (WWP) units WWP 310 and WWP 312 (optional units within the Work with Parents qualification) and for Children's Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301. This unit has been informed by the Common Core of Skills and Knowledge for the Children's Workforce |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development |
| Aim: | This unit aims to enable the learner to gain the understanding and ability to engage parents in their children's early learning. |

| Learning outcome |
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| The learner will: 1. Understand the policy context and research that underpins parental involvement in their children's early learning |
| Assessment criteria |
| The learner can: 1.1 explain key research findings which show the importance of parental involvement in their children's learning in their early years 1.2 explain the concept of positive home learning environments and identify ways of promoting and supporting them 1.3 explain why it is important to work in partnership with parents, including fathers 1.4 explain the importance and clear principles and policies to support the engagement of parents in their child's early learning |

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| Learning outcome |
| The learner will: |
| 2. Understand how to work in partnership with parents to support their children's early learning |
| Assessment criteria |
| The learner can: |
| 2.1 explain and demonstrate how parents are engaged as partners in their children's early learning |
| 2.2 explain and demonstrate key relationship building strategies and/or skills involved in working with parents in partnership |
| 2.3 explain and demonstrate key communication strategies and/or skills involved in working with parents in partnership |
| 2.4 explain and demonstrate a range of strategies that can be used to build confidence in parents as their child's first educator |

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| Learning outcome |
| The learner will: |
| 3. Understand barriers to parents being involved in their children's early learning |
| Assessment criteria |
| The learner can: |
| 3.1 explain personal, social and cultural barriers to parents being involved in their children's early learning |
| 3.2 explain and demonstrate a range of strategies to help overcome barriers to parental involvement in their child's early learning |
| 3.3 explain how attitudes can be barriers to engaging parents in their children's early learning |

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| Learning outcome |
| The learner will: |
| 4. Understand how to use reflection to challenge and develop existing practice in working with parents to support their children's early learning |
| Assessment criteria |
| The learner can: |
| 4.1 explain culturally sensitive ways of working with parents to help them provide appropriate support for their children's early learning |
| 4.2 reflect on ways of working with parents to help them provide appropriate support for their children's early learning |
| 4.3 identify and explain support and changes needed to improve own skills and knowledge and build on their own practice |

Unit 400

Theories which underpin practice in the early year's sector

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| UAN: | M/506/0195 |
| Level: | 4 |
| Credit value: | 7 |
| GLH: | 46 |
| Aim: | <p>The purpose of this unit is for learners to understand the theories that underpin current practice. Learners will have a knowledge and understanding of significant and emerging theories and principles of children's personal, social, emotional, intellectual, behavioural, cognitive and biological development. Learners will identify how these have influenced current practice in three significant areas: child development and behaviour, enabling environments, practitioner interaction. The unit integrates the topics of cognition, attachment, play and early year's pedagogy with historical and emerging theories.</p> <p>Learners should be encouraged to relate their research across units included in the Diploma and discuss the affect that consistency of care in the very early stages of life can have on long term development and outcomes. This will provide links to parent-infant relationships and parenting styles.</p> <p>This unit can be delivered in association with the Child development and observation and assessment units.</p> |

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| Learning outcome |
| The learner will: 1. Understand the theories that underpin current early years practice |
| Assessment criteria |
| The learner can: 1.1 outline the key features of the theories of child development theorists : a. cognitive b. humanist c. social learning d. constructivist e. behaviourist 1.2 explain how the key features of the theories influence current practice in: a. child behaviour b. enabling environments c. practitioner interaction |

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| Range |
| Theorists and approaches to be covered should be a minimum of two per area – suggestions are:- <ul style="list-style-type: none"> • Cognitive - Vygotsky, Bruner • Humanist - Maslow, Rogers • Social learning - Bandura, Dewey • Constructivist - Piaget, Donaldson • Behaviourist - Pavlov, Skinner, Bandura |

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| Learning outcome |
| The learner will: 2. Understand the significance of attachment and how to promote it |
| Assessment criteria |
| The learner can: 2.1 outline the key features of the theories of attachment and the theorists and their theories 2.2 explain why positive attachment is important for children 2.3 explain the potential impact on the well-being of children of not forming positive attachments 2.4 explain the role of practitioners in supporting children to form positive attachments |

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| Range |
| Theorists <ul style="list-style-type: none"> • Ainsworth • Bowlby • Robinson • Olfer, Goldshmeid and Selleck |

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| Learning outcome |
| The learner will: 3. Understand the importance of play in supporting children's learning and development |
| Assessment criteria |
| The learner can: 3.1 outline the key features of the play theories and the theorists 3.2 explain the requirements of relevant legislation on the rights of the child in relation to play 3.3 describe the importance of play in relation to learning and development 3.4 describe the practitioner's role in supporting learning and development through play |

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| Range |
| Play theorists <ul style="list-style-type: none"> • Froebel • Isaac • Athey • Bruce • Smilansky • Parton Relevant Legislation <ul style="list-style-type: none"> • National • International |

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| Learning outcome |
| The learner will: 4. Understand the purposes and principles of early years pedagogy and systems in the early years sector |
| Assessment criteria |
| The learner can: 4.1 explain how early years pedagogical principles can be applied in working with children: a. as individuals b. in group settings 4.2 explain how different approaches and systems to working with children in the early years sector has influenced current provision |

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| Range |
| Different approaches and systems <ul style="list-style-type: none"> • Bronfenbrenner • Reggio Emilia • High/Scope • Montessori • Steiner • Te Whariki |

Unit 401

Child development from conception to 7 years

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|----------------------|---|
| UAN: | H/506/0193 |
| Level: | 4 |
| Credit value: | 7 |
| GLH: | 31 |
| Aim: | The purpose of this unit is for learners to gain knowledge and understanding of child development from conception to 7 years where appropriate. The unit will provide learners with the required understanding of the sequence and rate of development for children as well as factors that may influence development in both a positive and negative manner. Learners will research the different ways in which children develop to gain an in depth understanding of the areas of development including: neurological and brain development stages, physical, communication, intellectual/cognitive, personal, social, emotional and behavioural development. |

| Learning outcome |
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| The learner will: 1. Understand the expected pattern and holistic aspects of development for children from birth to 7 years |
| Assessment criteria |
| The learner can: 1.1 describe the pattern/sequence and rate of each aspect of development from birth to 7 years in relation to: a. physical b. communication c. intellectual/cognitive d. personal, social, emotional and behavioural 1.2 explain the difference between sequence of development and rate of development and why the difference is important 1.3 explain the importance of holistic development in relation to: a. speech, language and communication b. personal, social and emotional development c. physical development |

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| Range |
| <p>7 years – until the child is 6 years and 11 months</p> <p>Communication</p> <ul style="list-style-type: none"> • extending vocabulary • language structure • dialogue • literacy <p>Intellectual/cognitive</p> <ul style="list-style-type: none"> • numeracy/mathematics • understanding the world • expressive arts and design |

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| Learning outcome |
| <p>The learner will:</p> <p>2. understand pre and post natal neurological and brain development in children from conception to 7 years</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>2.1 explain the critical pre-natal brain development stages that occur</p> <p>2.2 explain the critical post-natal brain development stages that occur</p> <p>2.3 describe the possible adverse factors which could affect neurological and brain development in relation to:</p> <ul style="list-style-type: none"> a. communication b. attachment c. memory formation d. sensory pathways e. physical |

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| Range |
| <p>Adverse factors</p> <ul style="list-style-type: none"> • Exposure to substance use/misuse (smoking – including passive, alcohol, prescribed medication, illegal drugs, misuse of vitamins) • Exposure to common childhood illnesses • Stress during pregnancy • Pre and post natal depression • Unhealthy eating • Genetic factors • Nature and nurture • Birth trauma • Folic Acid |

| Learning outcome |
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| <p>The learner will:</p> <p>3. understand the factors that influence the development of children from conception to 7 years</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 identify the areas of development that may not follow the expected patterns for the following reasons:</p> <ul style="list-style-type: none"> a. disability b. emotional c. physical d. environmental e. cultural f. social g. learning needs h. communication <p>3.2 explain how the development of children from conception to 7 years is influenced by personal factors:</p> <ul style="list-style-type: none"> a. maternal health b. health status c. disability d. sensory impairment e. learning difficulties <p>3.3 analyse how the development of children from conception to 7 years is influenced by external factors:</p> <ul style="list-style-type: none"> a. poverty and deprivation b. family environment and background c. domestic violence d. exposure to substance use or misuse |

| Range |
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| <p>Maternal health including</p> <ul style="list-style-type: none"> • Exposure to substance use/misuse • Folic Acid • Exposure to common childhood illnesses • Stress during pregnancy • Pre and post natal depression • Diet |

Unit 402

Observation and assessment in the early year's sector

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| UAN: | A/506/0197 |
| Level: | 4 |
| Credit value: | 4 |
| GLH: | 25 |
| Aim: | The purpose of this unit is for learners to gain knowledge and understanding of the use of observation and assessment of children and how this can be used to record, monitor and support children's holistic development and practice within the early years sector. The learner will also be able to use observation and assessment in the early years linking it to supporting and promoting children's learning and development in a manner that is appropriate to their age, stage of development and individual circumstances. |

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| Learning outcome |
| The learner will: 1. Understand the purpose and value of observation and assessment in the early years sector |
| Assessment criteria |
| The learner can: 1.1 explain the importance of observation and assessment in the early years sector 1.2 describe how observation and assessment can be used to inform service provision in the early years sector 1.3 evaluate how observation and assessment can be used to monitor children in the early years sector |

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| Range |
| Service provision <ul style="list-style-type: none"> • Appropriateness of provision • Staff • Environment • Planning • Room layout • Session/day • Sharing information • Current early years curriculum framework Monitor <ul style="list-style-type: none"> • Understand child's current development level • Assess interactions (adult/child; adult/child/child) • Assess specific events • Identify and support additional needs • Identify and support skills • Identify and support likes/dislikes |

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| Learning outcome |
| The learner will: 2. Understand the principles of observations and assessments in an early years setting |
| Assessment criteria |
| The learner can: 2.1 explain the factors that need to be considered when observing or assessing in the early years setting 2.2 describe the ethical considerations that need to be followed when observing or assessing 2.3 explain the importance of adhering to relevant legislation and statutory guidance for recording and storing observations and assessments |

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| Range |
| <p>Factors</p> <ul style="list-style-type: none"> • Staff resource • Timeliness • Method • Setting/area • Safety • Child development • Health and well-being of child • Child's age, stage and interests • Additional needs <p>Ethical considerations</p> <ul style="list-style-type: none"> • Permissions to observe • Rights to refuse to be observed • Confidentiality • Appropriate behaviour of observer • Freedom from bias – objectivity rather than subjective <p>Relevant legislation and statutory guidance</p> <ul style="list-style-type: none"> • Data Protection Act 1998 • Welfare standards |

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| Learning outcome |
| <p>The learner will:</p> <p>3. Know observation and assessment methods available in an early years setting</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 analyse observation methods in an early years setting</p> <p>3.2 analyse assessment methods and tools used in an early years setting to include formative and summative assessments</p> |

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| Range |
| Observation methods <ul style="list-style-type: none"> • Time sample • Event sample • Focused or Target child • ABC/STAR • Tracking • Web • Check list • Free description • Snapshot • Video Assessment methods and tools such as <ul style="list-style-type: none"> • Two year progress check • EYFS profile • Common Assessment Framework – as per DfE website • SATs |

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| Learning outcome |
| The learner will: 4. Know how to involve others in observation and assessment for early years sector |
| Assessment criteria |
| The learner can: 4.1 explain the contribution that others can make to observations or assessments 4.2 explain how and when to involve others in observations or assessments 4.3 explain how observations and assessments must be used in the referral process 4.4 explain the importance of involving the child and parent/carer in observations and assessments |

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| Range |
| Others <ul style="list-style-type: none"> • Parents/carers • Child • Practitioners • Key Persons • SENCO • Other settings • Support services eg Local Safeguarding Children Board; Speech and Language Therapist |

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| Learning outcome |
| The learner will: 5. Be able to carry out observations and assessments of children in the early years sector |
| Assessment criteria |
| The learner can: 5.1 identify the purpose of the observation and assessment being undertaken 5.2 select observation and assessment methods or tool for purpose identified 5.3 undertake observations and assessment in an early years setting 5.4 record observation and assessments in a professional manner |

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| Range |
| Observation methods <ul style="list-style-type: none"> • Time sample • Event sample • Focused or Target child • ABC/STAR • Tracking • Web • Check list • Free description • Snapshot • Video Assessment methods or tool <ul style="list-style-type: none"> • Formative • Summative • Two year progress check • EYFS profile • Common Assessment Framework Professional manner <ul style="list-style-type: none"> • permission to observe • safeguarding issues are observed • observer's name • time and date stamped • setting including others who are present (confidentiality) • name and age of child/children • if written, must be legible and show a good command of the English language • objective |

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| Learning outcome |
| <p>The learner will:</p> <p>6. Be able to use observations and assessments to evaluate and inform practice in an early years setting</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>6.1 reflect on observations undertaken and assessment methods used</p> <p>6.2 explain how observations and assessment are used to inform:</p> <ol style="list-style-type: none"> the next steps for learning and development of children the needs of the child the interests of the child own practice service provision |

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| Range |
| <p>Assessment methods</p> <ul style="list-style-type: none"> Formative Summative <p>And assessment requirements such as</p> <ul style="list-style-type: none"> Two year progress check EYFS profile Common Assessment Framework <p>Interests</p> <ul style="list-style-type: none"> Child's style of learning Schemas |

Unit 403 Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage

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| UAN: | F/600/9777 |
| Level: | 4 |
| Credit value: | 5 |
| GLH: | 40 |
| Relationship to NOS: | This unit is linked to: DCSF Narrowing the Gap Guidance 2008. |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development |
| Aim: | This unit aims to provide learners with an in-depth understanding of the effects of poverty and disadvantage on children and young people. |

Learning outcome

The learner will:

1. Understand the factors that may impact on the outcomes and life chances of children and young people

Assessment criteria

The learner can:

- 1.1 identify the **factors** that impact on outcomes and life chances for children and young people
- 1.2 explain the critical importance of poverty in affecting outcomes and life chances
- 1.3 analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people
- 1.4 explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people

Range

Factors impacting on children and young people's life chances may include:

- Poverty
- Social and community pressures
- Health status
- Abuse and neglect
- Violent and/or offending family or personal backgrounds
- Race, gender, sexual orientation
- Asylum seeking or victims of trafficking

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| Learning outcome |
| The learner will: 2. Understand how poverty and disadvantage affect children and young people's development |
| Assessment criteria |
| The learner can: 2.1 analyse how poverty and disadvantage may affect children and young people's: <ul style="list-style-type: none"> • Physical development • Social and emotional development • Communication development • Intellectual development • Learning |

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| Learning outcome |
| The learner will: 3. Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable |
| Assessment criteria |
| The learner can: 3.1 explain what is meant by both disadvantage and vulnerability 3.2 explain the importance of early intervention for disadvantaged and/or vulnerable children and young people 3.3 evaluate the impact of early intervention |

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| Range |
| A vulnerable child/young person is defined as: <ul style="list-style-type: none"> • A child/young person and their family who needs some additional support in order to reach the best outcomes, because of their social, economic, physical, emotional or family circumstances. |

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| Learning outcome |
| <p>The learner will:</p> <p>4. Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>4.1 research the policy and guidance impacting on support services at national level, and evaluate how this operates at local level</p> <p>4.2 explain how carers can be engaged in the strategic planning of services</p> <p>4.3 analyse how practitioners can encourage carers to support children and young people's learning and development</p> <p>4.4 explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account</p> |

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| Learning outcome |
| <p>The learner will:</p> <p>5. Understand the role of the practitioner in supporting children and young people who are vulnerable and experiencing poverty and disadvantage</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>5.1 explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self confidence</p> <p>5.2 explain why it is important for practitioners to have high expectations of, and ambitions for, all children and young people regardless of their circumstances and background</p> <p>5.3 analyse how and why practitioners should act as agents and facilitators of change in own work setting</p> |

Unit 404

Promote young children's physical activity and movement skills

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| UAN: | M/601/0133 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 22 |
| Relationship to NOS: | This unit is linked to: <ul style="list-style-type: none">• CCLD 303 Promote children's development• CCLD 307 Promote the health and physical development of children |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | The unit is designed to introduce learners working with children in their early years to the importance of physical activity with an emphasis on gross motor and movement skills. It assesses the learner's competence in planning and implementing physical activities and routines and encourages evaluation of the effectiveness of practice. |

Learning outcome

The learner will:

1. Understand the importance of physical activity and the development of movement skills for young children's development, health and well being

Assessment criteria

The learner can:

- 1.1 explain why physical activity is important to the short and long term health and well being of children
- 1.2 explain the development of **movement skills** in young children and how these skills affect other aspects of development

Range

Movement skills

- Travel (travelling movements where the child moves from one point to another, such as running, jumping, skipping)
- Object control (movements such as throwing, catching, dribbling, which involve objects being sent, received, travelled with)
- Balance and co-ordination

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| Learning outcome |
| The learner will: |
| 2. Be able to prepare and support a safe and challenging environment for young children that encourages physical activity and the development of movement skills |
| Assessment criteria |
| The learner can: |
| 2.1 prepare the environment and explain how it allows all children to develop, practice and extend their movement skills according to their age, needs and abilities |
| 2.2 demonstrate in own practice how young children are kept safe when undertaking challenging physical activities |
| 2.3 explain the importance of natural outdoor environments for young children's physical activity and movement skills |

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| Range |
| All Children includes: |
| <ul style="list-style-type: none"> • Girls and boys • Disabled children • Children with specific/additional needs • Children of different ages, including babies |

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| Learning outcome |
| The learner will: |
| 3. Be able to plan and implement physical activities for young children |
| Assessment criteria |
| The learner can: |
| 3.1 plan opportunities for physical activity for young children |
| 3.2 explain how the plan: |
| <ul style="list-style-type: none"> • meets the individual movement skills needs of children • includes activities that promote competence in movement skills • encourages physical play |
| 3.3 demonstrate in own practice how planned physical activities are implemented |

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| Learning outcome |
| The learner will: |
| 4. Be able to build opportunities for physical activity into everyday routines for young children |
| Assessment criteria |
| The learner can: |
| 4.1 explain the importance of building physical activity into everyday routines |
| 4.2 demonstrate in own practice how young children are provided with opportunities for physical activity within everyday routines |

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| Learning outcome |
| The learner will: |
| 5. Be able to evaluate the effectiveness of provision in supporting young children's physical activity and movement skills |
| Assessment criteria |
| The learner can: |
| 5.1 assess effectiveness of planned provision in: <ul style="list-style-type: none"> • supporting physical activity • supporting confidence and progression in movement skills |
| 5.2 identify and record areas for improvement |
| 5.3 reflect on own practice in supporting young children's physical development and movement skills |

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| Range |
| Assess may include: <ul style="list-style-type: none"> • Observing and assessing children's participation and developmental progress • Getting direct feedback from children on their participation in and enjoyment of activities • Getting feedback from parents, colleagues and others |

Unit 405

Promote creativity and creative learning in young children

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| UAN: | A/601/0135 |
| Level: | 4 |
| Credit value: | 5 |
| GLH: | 35 |
| Relationship to NOS: | This unit is linked to: <ul style="list-style-type: none">• CCLD 410 Evaluate, assess and support children's creativity |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | The unit is designed to deepen knowledge and understanding of the importance of creativity and creative learning for young children and competence in promoting this in early year's settings. The unit also encourages the learner to support change and improvement in practice. |

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| Learning outcome |
| The learner will: <ol style="list-style-type: none">1. Understand the concepts of creativity and creative learning and how these affect all aspects of young children's learning and development |
| Assessment criteria |
| The learner can: <ol style="list-style-type: none">1.1 analyse the differences between creative learning and creativity1.2 explain current theoretical approaches to creativity and creative learning in early childhood1.3 critically analyse how creativity and creative learning can support young children's emotional, social, intellectual, communication and physical development |

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| Learning outcome |
| The learner will: |
| 2. Be able to provide opportunities for young children to develop their creativity and creative learning |
| Assessment criteria |
| The learner can: |
| 2.1 demonstrate in own practice how to promote creativity and creative learning |
| 2.2 explain why young children require extended and unhurried periods of time to develop their creativity |

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| Learning outcome |
| The learner will: |
| 3. Be able to develop the environment to support young children's creativity and creative learning |
| Assessment criteria |
| The learner can: |
| 3.1 explain the features of an environment that supports creativity and creative learning |
| 3.2 monitor and evaluate the effectiveness of aspects of the environment in supporting young children's creativity and creative learning |

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| Learning outcome |
| The learner will: |
| 4. Be able to support the development of practice in promoting young children's creativity and creative learning within the setting |
| Assessment criteria |
| The learner can: |
| 4.1 evaluate and reflect on own practice in promoting creativity and creative thinking |
| 4.2 support others to develop their practice in promoting creativity and creative learning |
| 4.3 develop a programme of change to the environment to enhance creativity and creative learning giving a justification and expected outcomes for each area of change |

Unit 406

Support children and young people to have positive relationships

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| UAN: | R/601/1369 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 20 |
| Relationship to NOS: | <p>This unit is linked to:</p> <ul style="list-style-type: none">• HSC NOS Unit 311• CCLD NOS Unit 301• Professional Practice in residential child care, Standard: 4.7• Training support and development standards for Foster Care, Standard 2.3 |
| Endorsement by a sector or regulatory body: | <p>This unit is endorsed by Skills for Care and Development.</p> |
| Aim: | <p>This unit provides a basic knowledge and competence to support children and young people in the relationships they have with family, friends or professionals.</p> |

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| Learning outcome |
| The learner will: |
| 1. Understand the importance of positive relationships for the development and well being of children and young people |
| Assessment criteria |
| The learner can: |
| 1.1 identify the different relationships children and young people may have |
| 1.2 explain the importance of positive relationships for development and wellbeing |
| 1.3 explain the possible effects of children having restricted, or supervised contact in order to maintain relationships |

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| Range |
| Different relationships may include: |
| <ul style="list-style-type: none"> • Parental • Carer • Sibling • Family • Friendship • Emotional/Sexual • Acquaintance • Professional |

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| Learning outcome |
| The learner will: |
| 2. Be able to support children and young people to make and maintain positive relationships |
| Assessment criteria |
| The learner can: |
| 2.1 demonstrate how to support children or young people to maintain relationships with carers or professionals who are important to them |
| 2.2 explain how to support children or young people to make new relationships |
| 2.3 provide practical and emotional support to encourage children or young people to commit to and enjoy positive relationships |

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| Learning outcome |
| <p>The learner will:</p> <p>3. Understand how to support children and young people when there are relationship difficulties</p> |
| Assessment criteria |
| <p>The learner can:</p> <p>3.1 explain why it is important to encourage children or young people to resolve conflict for themselves if possible</p> <p>3.2 explain how to support a child or young person who is distressed by relationship difficulties</p> <p>3.3 explain how to support a child or young person to end relationships that are making them unhappy</p> <p>3.4 describe the circumstances that would result in a relationship causing concern and the actions that should follow</p> <p>3.5 explain how to support children or young people to recognise and take action when they are involved in abusive or exploitative relationships</p> |
| Range |
| <p>Relationship difficulties may include:</p> <ul style="list-style-type: none"> • Parents or carers • Families • Peers • Close friends • Colleagues or other professionals |

Unit 407

Understanding professional supervision practice

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| UAN: | H/602/3185 |
| Level: | 4 |
| Credit value: | 3 |
| GLH: | 22 |
| Endorsement by a sector or regulatory body: | This unit is endorsed by Skills for Care and Development. |
| Aim: | The purpose of this unit is to assess the learner's knowledge and understanding of professional supervision practice. It could be used to support those wishing to prepare for a supervisory role or to enhance the practice of those already in such a role. |

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| Learning outcome |
| The learner will: 1. Understand the purpose of supervision |
| Assessment criteria |
| The learner can: 1.1 evaluate theoretical approaches to professional supervision 1.2 analyse how the requirements of legislation, codes of practice, policies and procedures impact on professional supervision |

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| Learning outcome |
| The learner will: 2. Understand how the principles of supervision can be used to inform performance management |
| Assessment criteria |
| The learner can: 2.1 explain key principles of effective professional supervision 2.2 analyse the importance of managing performance in relation to <ul style="list-style-type: none">• governance• safeguarding• key learning from critical reviews and inquiries |

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| Learning outcome |
| The learner will: 3. Understand how to support individuals through professional supervision |
| Assessment criteria |
| The learner can: 3.1 analyse the concept of anti oppressive practice in professional supervision 3.2 explain methods to assist individuals to deal with challenging situations 3.3 explain how conflict may arise within professional supervision 3.4 describe how conflict can be managed within professional supervision |

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| Learning outcome |
| The learner will: 4. Understand how professional supervision supports performance |
| Assessment criteria |
| The learner can: 4.1 explain the responsibility of the supervisor in setting clear targets and performance indicators 4.2 explain the performance management cycle 4.3 compare methods that can be used to measure performance 4.4 describe the indicators of poor performance 4.5 explain how constructive feedback can be used to improve performance 4.6 evaluate the use of performance management towards the achievement of objectives |



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 such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

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.

Useful contacts

| | |
|---|---|
| UK learners General qualification information | T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com |
| International learners General qualification information | T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com |
| Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 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 | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com |
| International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com |
| Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com |
| Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy | T: +44 (0)121 503 8993 E: business@cityandguilds.com |
| Publications Logbooks, Centre documents, Forms, Free literature | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 |

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