

Level 2 Diploma for Children's Care, Learning and Development (4227-02) (Wales and Northern Ireland)

Qualification handbook for centres

501/1904/7

Optional units



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Level 2 Diploma for Children's Care, Learning and Development (4227-02) (Wales and Northern Ireland)

Qualification handbook for centres

Version and date	Change detail	Section
3 October 2012	Additional units added the optional group. Units: 4227-623, 4227-625, 4227-632, 4227-639 – 4227-700	Availability of units
4.0 June 2014	Units 015 and 016 have been removed from the document	Optional units (mandatory units in separate handbook)
4.1 October 2017	Added TQT and GLH details Deleted QCF	Qualification at a Glance, Structure Throughout

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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

Qualification title and level	Level 2 Diploma for Children's Care, Learning & Development (Wales and Northern Ireland)
GLH	302
TQT	390
City & Guilds qualification number	(4227-02)
Qualification accreditation number	501/1904/7
Last registration date	31/12/2013
Last certification date	31/12/2015

Please note that this is the Optional Units Handbook. For FULL guidance on the Level 2 Diploma for Children's Care, Learning and Development 4227-02 (Wales and Northern Ireland), please see the Mandatory units Centre handbook.

This qualification meets the needs of learners who work or want to work in a wide range of children and young people's settings covering the age range 0–19 years for example in the roles of:

- Care Worker
- Childminder
- Nursery Nurse
- Playgroup Worker
- Sure Start Assistant
- Playground Assistant
- After School Assistant

Learners should choose optional units that are appropriate to their chosen work role.

This qualification replaces the City & Guilds Level 2 NVQ and Certificate in Children's Care, Learning and Development (3171/3177). It is approved by Skills for Care and Development for delivery in Wales and Northern Ireland and endorsed by the Care Council for Wales and the Northern Ireland Social Care Council.

1.1 Qualification structure

To achieve the Level 2 Diploma for Children's Care, Learning & Development (Wales and Northern Ireland) 4227-02, learners must achieve a minimum of 39 credits. These must include 27 credits from the mandatory Group A of units, and 12 credits from Group B.

Minimum Guided Learning Hours (GLH) are 307.

Maximum Guided Learning Hours (GLH) are 312.

The table below illustrates the unit titles, the credit value of each unit and the title of the qualification, which will be awarded to learners successfully completing the required combination of units and/or credits.

This handbook contains the **optional** units only. Mandatory units can be found in the Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) 4227-02 Mandatory units handbook www.cityandguilds.com

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/optional for full qualification	Credit value	Knowledge/Competence unit
See separate handbook for the following mandatory units:					
F/601/5465	Unit 001	Introduction to Communication in Health, Social Care or Children's and Young People's Settings	Mandatory	3	Competence
L/601/5470	Unit 002	Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings	Mandatory	3	Competence
R/601/5471	Unit 003	Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	Mandatory	2	Competence
H/601/3305	Unit 004	Child and Young Person Development	Mandatory	2	Knowledge
Y/601/3236	Unit 006	Contribute to the Support of Child and Young Person Development	Mandatory	3	Competence
J/601/3491	Unit 009	Contribute to Children and Young People's Health and Safety	Mandatory	3	Competence
H/601/3496	Unit 011	Contribute to the Support of Positive Environments for Children and Young People	Mandatory	3	Competence
M/601/3498	Unit 012	Understand Partnership Working in Services for Children and Young People	Mandatory	2	Knowledge
J/601/4530	Unit 039	Contribute to the Support of Children and Young People's Development through Play	Mandatory	3	Competence
J/601/4527	Unit 048	Understand How to Safeguard the Welfare of Children and Young People	Mandatory	3	Knowledge
Optional units (which can be found in this handbook)					
A/601/6517	Unit 019	Support Children and Young People at Meal or Snack Times	Optional	3	Competence
M/601/3310	Unit 020	Contribute to the Support of Children's Communication, Language and Literacy	Optional	2	Competence
H/601/3336	Unit 021	Contribute to the Support of Children's Creative Development	Optional	2	Competence
H/601/4549	Unit 040	Contribute to the Support of Children's Learning in Information Technology (ICT)	Optional	2	Competence
K/601/4536	Unit 041	Contribute to the Support of Children's Mathematical Development	Optional	2	Competence
H/601/3238	Unit 042	Contribute to the Development of Babies and Young Children	Optional	2	Competence
M/601/3243	Unit 043	Contribute to the Physical Care	Optional	3	Competence

		of Babies and Young Children			
Y/601/3253	Unit 044	Contribute to the acquisition of a new language through immersion for children in early years settings	Optional	3	Competence
A/601/4539	Unit 045	Contribute to the Support of Disabled Children and Those with Specific Requirements	Optional	3	Competence
T/601/4541	Unit 047	Contribute to the Support of Children's Positive Behaviour in Early Years Settings	Optional	3	Competence
D/601/3335	Unit 049	Contribute to the Support of Children's Knowledge and Understanding of the World	Optional	2	Competence
K/601/3337	Unit 050	Contribute to the support of children's outdoor play	Optional	2	Competence
Y/600/9770	Unit 079	Understand How to Set up a Home Based Childcare Service	Optional	4	Knowledge
F/601/3442	Unit 120	Introductory Awareness of Sensory Loss	Optional	2	Knowledge
Y/601/3446	Unit 122	Introductory Awareness of Models of Disability	Optional	2	Knowledge
M/504/2182	Unit 623	Contribute to children's Welsh language development	Optional	4	Competence
J/504/2186	Unit 625	Contribute to the support of children's physical development through activities	Optional	3	Competence
D/504/2193	Unit 632	Working as part of a team in health and social care or children and young people's settings	Optional	2	Competence
M/504/2201	Unit 639	Working in partnership with parents and carers	Optional	3	Competence
T/503/2494	Unit 671	Contribute to promoting nutrition and hydration in early years and childcare settings	Optional	4	Competence
F/504/3370	Unit 700	Use Signing to Advance Speech, Language and Communication	Optional	6	Competence

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 2 Diploma for Children's Care, Learning & Development (Wales and Northern Ireland) ^d	302	390

2 Optional units (mandatory units in separate handbook)

2.1 Availability of units

The optional units for this qualification follow. The mandatory units are available in a separate document, entitled Level 2 Diploma for Children's Care, Learning & Development (Wales and Northern Ireland) 4227-02, Qualification handbook for centres, Mandatory units.

The learning outcomes and Assessment Criteria are also viewable on The Register of Accredited Qualifications www.register.ofqual.org.uk.

2.2 Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of Assessment Criteria
- notes for guidance.

2.3 Summary of optional units

City & Guilds unit number	SSC reference	Title	Unit number	Credits
019	TDA2.14	Support children and young people at meal or snack times	A/601/6517	3
020	OP2.15	Contribute to the support of children's communication, language and literacy	M/601/3310	2
021	OP2.17	Contribute to the support of children's creative development	H/601/3336	2
040	OP2.1	Contribute to the support of children's learning in Information and Communication Technology (ICT)	H/601/4549	2
041	OP2.2	Contribute to the support of children's mathematical development	K/601/4536	2
042	OP2.3	Contribute to the development of babies and young children	H/601/3238	2
043	OP2.4	Contribute to the physical care of babies and young children	M/601/3243	3

044	OP2.5	Contribute to the acquisition of a new language through immersion for children in early years settings	Y/601/3253	3
045	OP2.6	Contribute to the support of disabled children and those with specific requirements	A/601/4539	3
047	OP2.11	Contribute to the support of children's positive behaviour in early years settings	T/601/4541	3
049	OP2.16	Contribute to the support of children's knowledge and understanding of the world	D/601/3335	2
050	OP2.18	Contribute to the support of children's outdoor play	K/601/3337	2
079	CYPOP5	Understand how to set up a home based childcare service	Y/600/9770	4
120	MU2.1	Introductory awareness of sensory loss	F/601/3442	2
122	OP2.1	Introductory awareness of models of disability	Y/601/3446	2
623	CCLD FP OP 2.1	Contribute to children's Welsh language development	M/504/2182	4
625	CCLD FP OP 2.2	Contribute to the support of children's physical development through activities	J/504/2186	3
632	HSC 2032	Working as part of a team in health and social care or children and young people's settings	D/504/2193	2
639	CCLD OP 2.19	Working in partnership with parents and carers	M/504/2201	3
671	FSN 202	Contribute to promoting nutrition and hydration in early years and childcare settings	T/503/2494	4
700	SCDL D SS1	Use Signing to Advance Speech, Language and Communication	F/504/3370	6

Unit 019

Support Children and Young People at Meal or Snack Times

Level: 2

Credit value: 3

NDAQ number: A/601/6517

Unit aim

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Know the principles of healthy eating for children and young people
2. Know the benefits of healthy eating for children and young people
3. Know how to encourage children and young people to make healthier food choices
4. Be able to support hygiene during meal or snack times
5. Be able to support the code of conduct and policies for meal and snack times

Guided learning hours

It is recommended that 18 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

Assessment

This unit will be assessed by:

- learner portfolio of evidence.

Assessment Criteria 4.2, 4.3, 5.2 and 5.3 must be assessed in a real working environment. Simulation is not permitted.

The unit must be assessed in accordance with TDA's Assessment Principles. These have been included within the Centre requirements section of the Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) 4227-02 Mandatory units centre handbook.

Unit 019

Support Children and Young People at Meal or Snack Times

Outcome 1

Know the principles of healthy eating for children and young people

Assessment Criteria

The learner can:

1. Outline the nutritional requirements of a healthy diet for children and young people
2. Describe examples of healthy meals and snacks for children and young people
3. Describe how culture, religion and health conditions impact on food choices.

Unit 019

Support Children and Young People at Meal or Snack Times

Outcome 2

Know the benefits of healthy eating for children and young people

Assessment Criteria

The learner can:

1. Describe the benefits of healthy eating for children and young people
2. Describe the possible consequences of an unhealthy diet
3. Describe how to recognise and deal with allergenic reactions to food
4. Describe where to get advice on dietary concerns.

Unit 019

Support Children and Young People at Meal or Snack Times

Outcome 3

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

Assessment Criteria

The learner can:

1. Describe the food policy of the setting
2. Describe with examples ways of encouraging children and young people:
 - a) to make **healthier food choices**
 - b) to eat the food provided for them.

Additional Guidance

Healthier food choices in relation to:

- Meals provided in the setting
- Packed lunches
- Snacks
- Meals and snacks purchased off-site

Unit 019

Support Children and Young People at Meal or Snack Times

Outcome 4

Be able to support hygiene during meal or snack times

Assessment Criteria

The learner can:

1. Explain the importance of personal hygiene at meal and snack times
2. Demonstrate good hygiene practice in relation to own role in food handling and waste disposal
3. Demonstrate ways of encouraging children and young people's personal hygiene at meal and/or snack times.

Unit 019

Support Children and Young People at Meal or Snack Times

Outcome 5

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

Assessment Criteria

The learner can:

1. Describe the setting's **code of conduct and policies** for meal and snack times
2. Apply skills and techniques for supporting and encouraging children and young people's positive behaviour in the dining area including table manners
3. Apply skills and techniques for dealing with inappropriate behaviour in the dining area.

Additional Guidance

Code of conduct and policies may include:

- Entry to and exit from the dining area
- Collecting/serving food
- Noise levels
- Conduct in the dining area
- Conduct at the table
- Clearing away
- Sustainability

Unit 019 Support Children and Young People at Meal or Snack Times

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 020

Contribute to the Support of Children's Communication, Language and Literacy

Level: 2

Credit value: 2

NDAQ number: M/601/3310

Unit aim

This unit aims to enable learners to contribute to supporting children's learning and development in communication, language and literacy within the work setting.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the importance of communication, language and literacy for children's learning and development
2. Be able to contribute to children's learning in communication, language and literacy
3. Be able to evaluate own contribution to children's learning in communication, language and literacy

Guided learning hours

It is recommended that 14 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

CCLD 201, 203, 205, 208.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- learner portfolio of evidence.

Learning Outcomes 2 and 3 must be assessed in a real work environment. Simulation is not permitted.

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. These have been included within the Centre requirements section of the Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) 4227-02 Mandatory units centre handbook.

Unit 020

Contribute to the Support of Children's Communication, Language and Literacy

Outcome 1

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

Assessment Criteria

The learner can:

1. Describe why communication, language and literacy are important to children's learning
2. Describe how communication, language and literacy links with other areas of learning and development within the **framework** related to own work setting.

Additional Guidance

Framework may include:

- Early Years Foundation Stage
- Foundation Phase
- Pre-School Curriculum

Unit 020

Contribute to the Support of Children's Communication, Language and Literacy

Outcome 2

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

Assessment Criteria

The learner can:

1. Identify the types of equipment and activities that are used to support children's communication, language and literacy
2. Demonstrate how to engage children's interest and attention in communication, language and literacy activities through a **variety of methods**
3. Use clear language to support children's learning when engaged in communication, language and literacy activities
4. Use encouragement and praise when supporting children's learning in communication, language and literacy.

Additional Guidance

Variety of methods to include:

- Reading
- Telling stories
- Songs
- Poems
- Finger plays

Unit 020

Contribute to the Support of Children's Communication, Language and Literacy

Outcome 3

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

Assessment Criteria

The learner can:

1. Review how own working practice has contributed to children's learning in communication, language and literacy
2. Adapt own practice to meet individual children's needs.

Unit 020

Contribute to the Support of Children's Communication, Language and Literacy

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children's Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 021

Contribute to the Support of Children's Creative Development

Level: 2

Credit value: 2

NDAQ number: H/601/3336

Unit aim

This unit aims to enable learners to contribute to supporting children's creativity within the work setting.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the importance of creative development
2. Be able to contribute to children's creative development
3. Be able to evaluate own contribution to children's creative development

Guided learning hours

It is recommended that 14 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 203, 205, and 208.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- learner portfolio of evidence.

Learning Outcomes 2 and 3 must be assessed in a real work environment. Simulation is not permitted.

The unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. These have been included within the Centre requirements section of the Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) 4227-02 Mandatory units centre handbook.

Unit 021

Contribute to the Support of Children's Creative Development

Outcome 1

Understand the importance of creative development

Assessment Criteria

The learner can:

1. Describe why **creative development** is important to children's learning
2. Describe how creative development links to other areas of learning and development within the **framework** related to own work setting.

Additional Guidance

Creative development may include:

- Developing imagination and imaginative play
- Responding to experiences, expressing ideas
- Exploring media and materials
- Imaginative play
- Traditional creative arts
- Music, dance and movement
- Messy play

Framework may include:

- Early years foundation stage
- Foundation phase
- Pre-school curriculum

Unit 021

Contribute to the Support of Children's Creative Development

Outcome 2

Be able to contribute to children's creative development

Assessment Criteria

The learner can:

1. Identify the types of equipment and activities that are used to support creative development
2. Set out and implement creative activities with children
3. Use clear language to support children's creative development during activities
4. Use encouragement and praise when supporting children's creative development.

Unit 021

Contribute to the Support of Children's Creative Development

Outcome 3

Be able to evaluate own contribution to children's creative development

Assessment Criteria

The learner can:

1. Review how own working practice has contributed to children's creative development
2. Adapt own practice to meet individual children's needs.

Unit 021 Contribute to the Support of Children’s Creative Development

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 040

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

Level: 2

Credit value: 2

NDAQ number: H/601/4549

Unit aim

This unit provides the knowledge, understanding and skills to enable learners to contribute to supporting children's learning in ICT within the work setting.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the importance of ICT for children's learning
2. Be able to contribute to children's learning in ICT
3. Be able to evaluate own contribution to children's learning in ICT

Guided learning hours

It is recommended that 14 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CCLD 203, 205, 208.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- learner portfolio of evidence.

Learning Outcomes 2 and 3 must be assessed in a real work environment. Simulation is not permitted.

The unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. These have been included within the Centre requirements section of the Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) 4227-02 Mandatory units centre handbook.

Unit 040

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

Outcome 1

Understand the importance of ICT for children's learning

Assessment Criteria

The learner can:

1. Describe why **ICT** is important to children's learning including:
 - a) child using **ICT** for learning in other curriculum areas
 - b) child developing own skills in **ICT**
2. Describe how **ICT** links with other areas of learning and development within the framework related to own work setting.

Additional Guidance

ICT (age appropriate) may include:

- computer, mouse, keyboard
- software
- programmable toys
- digital cameras
- mobile phones
- TV remotes

Unit 040

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

Outcome 2

Be able to contribute to children's learning in ICT

Assessment Criteria

The learner can:

1. Identify the types of equipment and activities that are used to support children's **ICT** skills
2. Provide opportunities and activities to support children's **ICT** skills
3. Demonstrate safe and competent use of **ICT** equipment in the work setting
4. Use **ICT** specific terminology when supporting children's learning in this area
5. Use encouragement and praise when supporting children's learning in **ICT**.

Additional Guidance

ICT (age appropriate) may include:

- computer, mouse, keyboard
- software
- programmable toys
- digital cameras
- mobile phones
- TV remotes

Unit 040

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

Outcome 3

Be able to evaluate own contribution to children's learning in ICT

Assessment Criteria

The learner can:

1. Review how own working practice has contributed to children's learning in **ICT**
2. Adapt own practice to meet individual children's needs.

Additional Guidance

ICT (age appropriate) may include:

- computer, mouse, keyboard
- software
- programmable toys
- digital cameras
- mobile phones
- TV remotes

Unit 040 Contribute to the Support of Children’s Learning in Information and Communication Technology (ICT)

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 041

Contribute to the Support of Children's Mathematical Development

Level: 2

Credit value: 2

NDAQ number: K/601/4536

Unit aim

The aim of this unit is to enable learners to contribute to supporting children's learning in mathematics within the work setting.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the importance of mathematics for children's learning and development
2. Be able to contribute to children's learning and development in mathematics
3. Be able to evaluate own contribution to children's learning in mathematics

Guided learning hours

It is recommended that 14 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CCLD 203, 205, and 208.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- learner portfolio of evidence.

Learning Outcomes 2 and 3 must be assessed in a real work environment. Simulation is not permitted.

The unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. These have been included within the Centre requirements section of the Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) 4227-02 Mandatory units centre handbook.

Unit 041

Contribute to the Support of Children's Mathematical Development

Outcome 1

Understand the importance of mathematics for children's learning and development

Assessment Criteria

The learner can:

1. Describe why mathematics is important to children's learning
2. Give examples of **mathematical concepts** children are learning
3. Describe how mathematics links with other areas of learning and development within the **framework** related to own work setting.

Additional Guidance

Mathematical concepts may include:

- counting
- numbers
- calculating
- shape, space and measures
- problem solving
- reasoning
- volume and capacity

Framework could include:

- Early Years Foundation Stage
- Foundation Phase
- Pre-school Curriculum

Unit 041

Contribute to the Support of Children's Mathematical Development

Outcome 2

Be able to contribute to children's learning and development in mathematics

Assessment Criteria

The learner can:

1. Identify the types of equipment and activities that are used to support children's mathematical development
2. Set out and implement activities to support children's mathematical development
3. Use **mathematical** language and **concepts** to support children's mathematical learning when engaged in everyday activities
4. Use encouragement and praise when supporting children's mathematical development.

Additional Guidance

Mathematical concepts may include:

- counting
- numbers
- calculating
- shape, space and measures
- problem solving
- reasoning
- volume and capacity

Unit 041

Contribute to the Support of Children's Mathematical Development

Outcome 3

Be able to evaluate own contribution to children's learning in mathematics

Assessment Criteria

The learner can:

1. Review how own working practice has contributed to children's learning in mathematics
2. Adapt own practice to meet individual children's needs.

Unit 041 Contribute to the Support of Children’s Mathematical Development

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 042

Contribute to the Development of Babies and Young Children

Level: 2

Credit value: 2

NDAQ number: H/601/3238

Unit aim

This unit aims to provide learners with the knowledge and skills to contribute to the development of babies and young children.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know the pattern of development of babies and young children
2. Be able to support a positive environment for babies and young children
3. Be able to communicate with babies and young children to support their development
4. Be able to support stimulating play for babies and young children

Guided learning hours

It is recommended that 16 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 203 Support children's development
- CCLD 208 Support the development of babies and children under 3 years

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- learner portfolio of evidence.

Simulation is not permitted.

The unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. These have been included within the Centre requirements section of the Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) 4227-02 Mandatory units centre handbook.

Unit 042

Contribute to the Development of Babies and Young Children

Outcome 1

Know the pattern of development of babies and young children

Assessment Criteria

The learner can:

1. Identify the pattern of development in the first three years of life
2. Explain how all areas of development are interconnected
3. Explain why variations might occur in the rate and sequence of development.

Additional Guidance

Babies and young children includes:

- Those from birth to the age of three years

Unit 042

Contribute to the Development of Babies and Young Children

Outcome 2

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

Assessment Criteria

The learner can:

1. Describe the features of a positive environment that supports the development of babies and young children
2. Demonstrate how to create a positive environment that promotes the development of babies and young children.

Additional Guidance

Babies and young children includes:

- Those from birth to the age of three years

Unit 042

Contribute to the Development of Babies and Young Children

Outcome 3

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

Assessment Criteria

The learner can:

1. Explain how the development of babies and young children is supported by effective communication
2. Use different methods of communication to meet the individual needs of babies and young children.

Additional Guidance

Babies and young children includes:

- Those from birth to the age of three years

Unit 042

Contribute to the Development of Babies and Young Children

Outcome 4

Be able to support stimulating play for babies and young children

Assessment Criteria

The learner can:

1. Support stimulating play with **babies or young children** making best use of opportunities to encourage the development of their:
 - a) Communication, language and literacy
 - b) Exploration and curiosity
 - c) Physical skills

Additional Guidance

Babies and young children includes:

- Those from birth to the age of three years.

Early years framework is:

The framework that is used in the relevant UK home nation.

Unit 042 Contribute to the Development of Babies and Young Children

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 043

Contribute to the Physical Care of Babies and Young Children

Level: 2

Credit value: 3

NDAQ number: M/601/3243

Unit aim

Type aims as required.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to provide personalised physical care for babies and young children
2. Be able to support physical care routines for babies and young children
3. Be able to support safe and protective environments for babies and young children
4. Understand the nutritional needs of babies and young children

Guided learning hours

It is recommended that 23 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to

- CCLD 203 Support children's development
- CCLD 208 Support the development of babies and children under 3 years

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- learner portfolio of evidence.

Learning Outcomes 1, 2 and 3 must be assessed in a real work environment. Simulation is not permitted.

The unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. These have been included within the Centre requirements section of the Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) 4227-02 Mandatory units centre handbook.

Unit 043

Contribute to the Physical Care of Babies and Young Children

Outcome 1

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

Assessment Criteria

The learner can:

1. Demonstrate personalised care for babies and young children's:
 - a) Skin
 - b) Hair
 - c) Teeth
 - d) Nappy area
2. Explain why it is important to take into account carer's preferences for the physical care of babies and young children.

Unit 043

Contribute to the Physical Care of Babies and Young Children

Outcome 2

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

Assessment Criteria

The learner can:

1. Demonstrate how to treat babies or young children with respect and sensitivity during care routines
2. Demonstrate how to engage with babies or young children during care routines and make the experience enjoyable
3. Use care routines to encourage babies' learning and development
4. Identify the principles of toilet training.

Unit 043

Contribute to the Physical Care of Babies and Young Children

Outcome 3

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

Assessment Criteria

The learner can:

1. Demonstrate the safe and hygienic preparation and maintenance of the environment for babies or young children
2. Demonstrate the safety features of the environment for babies and young children
3. Demonstrate how to safely supervise babies or young children whilst allowing them to explore and extend their skills
4. Describe the procedures for reporting concerns about the welfare of babies and young children.

Unit 043

Contribute to the Physical Care of Babies and Young Children

Outcome 4

Understand the nutritional needs of babies and young children

Assessment Criteria

The learner can:

1. Identify the nutritional needs of babies
2. Describe the principles of weaning
3. Identify the nutritional needs of young children
4. Give examples of healthy balanced meals for young children.

Unit 043 Contribute to the Physical Care of Babies and Young Children

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 044

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

Level: 2

Credit value: 3

NDAQ number: Y/601/3253

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand what is meant by the term 'the immersion method'
2. Be able to contribute to a positive language learning environment
3. Be able to use verbal and non-verbal communication skills in supporting children to acquire the immersion language
4. Be able to contribute to the assessment, monitoring and evaluation process for the immersion language

Guided learning hours

It is recommended that 22 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the CCLD 247 Contribute to children in early years settings acquiring a new language through immersion.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- learner portfolio of evidence.

Simulation is not permitted.

The unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. These have been included within the Centre requirements section of the Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) 4227-02 Mandatory units centre handbook.

Unit 044

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

Outcome 1

Understand what is meant by the term ‘the immersion method’

Assessment Criteria

The learner can:

1. Define the term ‘immersion method’ in the context of learning a new language
2. Explain how this relates to the language policy of the work setting and the relevant framework
3. Identify the expected stages of language immersion.

Unit 044

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

Outcome 2

Be able to contribute to a positive language learning environment

Assessment Criteria

The learner can:

1. Participate in planning an environment that promotes the immersion language
2. Identify the oral and visual stimuli that can aid language acquisition
3. Participate in play and active learning, in the indoor and outdoor environments, that are designed to encourage children to speak the immersion language
4. Demonstrate a welcoming attitude towards families and participate in encouraging their involvement in children's language acquisition
5. Contribute in planned activities which promote children's literacy in the immersion language.

Unit 044

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

Outcome 3

Be able to use verbal and non-verbal communication skills in supporting children to acquire the immersion language

Assessment Criteria

The learner can:

1. Pronounce the immersion language clearly and accurately
2. Use non-verbal communication skills in activities which promote the immersion language
3. Explain why responses to children in the immersion language may depend on their stage of development in the language and individual needs
4. Use praise and encouragement with children using the immersion language.

Unit 044

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

Outcome 4

Be able to contribute to the assessment, monitoring and evaluation process for the immersion language

Assessment Criteria

The learner can:

1. Observe and record the progress of the child's language acquisition using the methodology of the work setting
2. Contribute to information on the children's progress within the planning process of the work setting
3. Participate in obtaining feedback from children and families about the language learning environment
4. Reflect on own contribution to children's immersion language development within the work setting.

Unit 044 Contribute to the Acquisition of a New Language through Immersion for Children in Early Years Settings

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 045

Contribute to the Support of Disabled Children and those with Specific Requirements

Level: 2

Credit value: 3

NDAQ number: A/601/4539

Unit aim

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Know the principles of working inclusively with disabled children and those with specific requirements
2. Know how to work with carers to support disabled children and those with specific requirements
3. Be able to contribute to the learning, play or leisure activities for disabled children and those with specific requirements
4. Be able to contribute to the review and evaluation of learning, play or leisure activities for disabled children and those with specific requirements
5. Be able to evaluate own contribution to supporting disabled children or those with specific requirements

Guided learning hours

It is recommended that 23 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CCLD 209.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- learner portfolio of evidence.

Learning outcomes 3, 4 and 5 must be assessed in a real work environment. Simulation is not permitted.

The unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. These have been included within the Centre requirements section of the Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) 4227-02 Mandatory units centre handbook.

Unit 045

Contribute to the Support of Disabled Children and those with Specific Requirements

Outcome 1

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

Assessment Criteria

The learner can:

1. Outline the legislation that applies to the provision of services to disabled children and those with specific requirements
2. Describe how the social model of disability affects the way that services are provided
3. Describe the steps that should be taken to ensure that service provision is inclusive and accessible.

Unit 045

Contribute to the Support of Disabled Children and those with Specific Requirements

Outcome 2

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

Assessment Criteria

The learner can:

1. Describe the importance of working with carers to support disabled children and those with specific requirements
2. Outline how the disability or specific requirements of a child may **impact** on carers.

Additional Guidance

Impact may include:

- emotional well-being
- physical well-being
- psychological well-being
- financial
- support of siblings

Unit 045

Contribute to the Support of Disabled Children and those with Specific Requirements

Outcome 3

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

Assessment Criteria

The learner can:

1. Demonstrate how learning, play or leisure activities are arranged to support the inclusion of disabled children and those with specific requirements
2. Identify the specialist aids and equipment that are available for disabled children and those with specific requirements in own work setting
3. Demonstrate how the environment, resources and activities are adapted to enable disabled children and those with specific requirements to take part
4. Use engagement with disabled children or those with specific requirements to encourage participation in learning, play or leisure activities
5. Praise and encourage disabled children or those with specific requirements when engaged in learning, play or leisure activities.

Unit 045

Contribute to the Support of Disabled Children and those with Specific Requirements

Outcome 4

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

Assessment Criteria

The learner can:

1. Observe and record the engagement of a disabled child and those with specific requirements in learning, play or leisure activity
2. Use observation record to give feedback about the progress of a disabled child and those with specific requirements to carers or others.

Unit 045

Contribute to the Support of Disabled Children and those with Specific Requirements

Outcome 5

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

Assessment Criteria

The learner can:

1. Review how own working practice has contributed to the engagement of disabled children or those with specific requirements
2. Adapt own practice to meet the needs of individual children.

Unit 045 Contribute to the Support of Disabled Children and those with Specific Requirements

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 047

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

Level: 2

Credit value: 3

NDAQ number: T/601/4541

Unit aim

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

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand how to support positive behaviour in early years settings
2. Be able to contribute to the support of children's positive behaviour
3. Be able to respond to children and young people's inappropriate behaviour

Guided learning hours

It is recommended that 20 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CCLD 202.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- learner portfolio of evidence.

Learning Outcomes 2 and 3 must be assessed in a real work environment. Simulation is not permitted.

The unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. These have been included within the Centre requirements section of the Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) 4227-02 Mandatory units centre handbook.

Unit 047

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

Outcome 1

Understand how to support positive behaviour in early years settings

Assessment Criteria

The learner can:

1. Explain how the policies and procedures of the work setting contribute to the support of children's positive behaviour
2. Explain the importance of all practitioners consistently and fairly applying boundaries and rules for children's behaviour
3. Describe the benefits of encouraging and rewarding positive behaviour to:
 - a) the child
 - b) other children in the work setting
 - c) carers.

Unit 047

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

Outcome 2

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

Assessment Criteria

The learner can:

1. Describe the skills and techniques that can be used to support and encourage children's positive behaviour
2. Use techniques that support and encourage children's positive behaviour
3. Use consistent approaches and responses to children to support positive behaviour
4. Role model the standard of behaviour expected of children within the work setting.

Unit 047

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

Outcome 3

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

Assessment Criteria

The learner can:

1. Give examples of behaviour issues
2. Apply agreed strategies for dealing with inappropriate behaviour
3. Identify the person(s) to whom behaviour issues should be reported.

Unit 047 Contribute to the Support of Children’s Positive Behaviour in Early Years Settings

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 049

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

Level: 2

Credit value: 2

NDAQ number: D/601/3335

Unit aim

This unit aims to enable learners to contribute to supporting children's learning in knowledge and understanding of the world within the work setting.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the importance of knowledge and understanding of the world for children's learning and development
2. Be able to contribute to children's learning and development in knowledge and understanding of the world
3. Be able to evaluate own contribution to supporting children's knowledge and understanding of the world

Guided learning hours

It is recommended that 14 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CCLD 203, 205, 208.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- learner portfolio of evidence.

Learning outcomes 2 and 3 must be assessed in a real work environment. Simulation is not permitted.

The unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. These have been included within the Centre requirements section of the Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) 4227-02 Mandatory units centre handbook.

Unit 049

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

Outcome 1

Understand the importance of knowledge and understanding of the world for children's learning and development

Assessment Criteria

The learner can:

1. Describe why **knowledge and understanding of the world** is important to children's learning
2. Describe how **knowledge and understanding of the world** links with other areas of learning and development within the **framework** related to own work setting.

Additional Guidance

Knowledge and understanding of the world (age appropriate) may include:

- Exploration and investigation
- Designing and making
- Time concepts
- Place
- Communities

Framework may include:

Foundation phase, Early Years Foundation Stage, Pre school Curriculum

Unit 049

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

Outcome 2

Be able to contribute to children's learning and development in knowledge and understanding of the world

Assessment Criteria

The learner can:

1. Identify the types of equipment and activities that are used to support children's **knowledge and understanding of the world**
2. Set out and implement activities to support children's **knowledge and understanding of the world**
3. Use clear language to support children's learning when engaged in **knowledge and understanding of the world** activities
4. Use encouragement and praise when supporting children's learning in **knowledge and understanding of the world**.

Additional Guidance

Knowledge and understanding of the world (age appropriate) may include:

- Exploration and investigation
- Designing and making
- Time concepts
- Place
- Communities

Unit 049

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

Outcome 3

Be able to evaluate own contribution to supporting children's knowledge and understanding of the world

Assessment Criteria

The learner can:

1. Review how own working practice has contributed to children's **knowledge and understanding of the world**
2. Adapt own practice to meet individual children's needs.

Additional Guidance

Knowledge and understanding of the world (age appropriate) may include:

- Exploration and investigation
- Designing and making
- Time concepts
- Place
- Communities

Unit 049 Contribute to the Support of Children’s Knowledge and Understanding of the World

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 050

Contribute to the Support of Children's Outdoor Play

Level: 2

Credit value: 2

NDAQ number: K/601/3337

Unit aim

The aim of this unit is to enable learners to contribute to supporting children's outdoor play within the work setting.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the importance of outdoor play for children's learning and development
2. Be able to contribute to supporting children 's outdoor play
3. Be able to evaluate own contribution to children's outdoor play

Guided learning hours

It is recommended that 14 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CCLD 203, 205, 208.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- learner portfolio of evidence.

Learning Outcomes 2 and 3 must be assessed in a real work environment. Simulation is not permitted.

The unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. These have been included within the Centre requirements section of the Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) 4227-02 Mandatory units centre handbook.

Unit 050

Contribute to the Support of Children's Outdoor Play

Outcome 1

Understand the importance of outdoor play for children's learning and development

Assessment Criteria

The learner can:

1. Describe why **outdoor play** is important to children's learning and development
2. Describe how **outdoor play** supports each area of learning and development in the **framework** related to own work setting.

Additional Guidance

Outdoor play (age appropriate) may include:

- Parks
- Playgrounds/areas
- Gardens

Framework may include:

Foundation phase, Early Years Foundation Stage, Pre School Curriculum

Unit 050

Contribute to the Support of Children's Outdoor Play

Outcome 2

Be able to contribute to supporting children 's outdoor play

Assessment Criteria

The learner can:

1. Identify resources to support children's play
2. Set out the **outdoor play** area/s for children to use according to the requirements of the work setting
3. Carry out routine safety checks on the **outdoor play** area before, during play and after the children have used the area
4. Use encouragement and praise when supporting children's **outdoor play**
5. Supervise children's **outdoor play** ensuring their safety.

Additional Guidance

Outdoor play (age appropriate) may include:

- Parks
- Playgrounds/areas
- Gardens

Unit 050

Contribute to the Support of Children's Outdoor Play

Outcome 3

Be able to evaluate own contribution to children's outdoor play

Assessment Criteria

The learner can:

1. Review how own working practice has contributed to children's **outdoor play**
2. Adapt own practice to meet individual children's needs.

Additional Guidance

Outdoor play (age appropriate) may include:

- Parks
- Playgrounds/areas
- Gardens

Unit 050 Contribute to the Support of Children’s Outdoor Play

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 079

Understand How to Set Up a Home Based Childcare Service

Level: 3

Credit value: 4

NDAQ number: Y/600/9770

Unit aim

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

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Understand how to set up a home based childcare service
2. Understand how to establish a safe and healthy home based environment for children
3. Understand the importance of partnerships with parents for all aspects of the home based childcare service
4. Understand the principles of development of routines for home based child care
5. Understand how to provide play and other activities for children in home based settings that will support equality and inclusion
6. Understand how home based child carers can support the safeguarding of children in their care
7. Understand the principles of supporting positive behaviour in home based childcare settings

Guided learning hours

It is recommended that 29 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 302 Develop and maintain a healthy, safe and secure environment for children
- CCLD 303 Promote children's development
- CCLD 305 Protect and promote children's rights
- CCLD 316 Maintain and develop a registered child-minding business

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by **either**:

- learner portfolio of evidence (079)
- an assignment covering Learning Outcomes and Assessment Criteria(080).

Assessment must include a portfolio of items relevant to registration with the registering authority in the relevant UK Home Country.

The unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. These have been included within the Centre requirements section of the Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) 4227-02 Mandatory units centre handbook.

Unit 079

Understand How to Set Up a Home Based Childcare Service

Outcome 1

Understand how to set up a home based childcare service

Assessment Criteria

The learner can:

1. Outline the current legislation covering home based child care and the role of regulatory bodies
2. Develop policies and procedures for:
 - a) Accidents, illness and emergencies
 - b) Behaviour
 - c) Safeguarding
 - d) Equal opportunitiesand explain how these will be implemented
3. Explain the importance of confidentiality and data protection
4. Develop a marketing plan for own home based childcare service
5. Demonstrate financial planning for own home based service
6. Identify sources of support and information for the setting up and running of a home based childcare business.

Unit 079 **Understand How to Set Up a Home Based Childcare Service**

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

Assessment Criteria

The learner can:

1. Explain the **key components** of a healthy and safe home based environment
2. Explain the principles of safe supervision of children in the home based setting and off site
3. Identify ways of ensuring that equipment is suitable for children and meet **safety requirements**
4. Know where to obtain current guidance on health and safety risk assessment of the home based work setting
5. Explain how to store and administer medicines.

Additional Guidance

Key components include:

- Hygiene and waste disposal
- Storage and preparation of food
- Care of animals
- Using equipment according to manufacturers guidance
- Appropriate responses to illnesses, allergies, incidents and accidents

Safety requirements

According to the requirements of the registering body in the relevant UK Home Nation

Unit 079

Understand How to Set Up a Home Based Childcare Service

Outcome 3

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

Assessment Criteria

The learner can:

1. Explain the importance of partnership with parents for all aspects of the child care service
2. Describe how partnership with parents are set up and maintained.

Unit 079

Understand How to Set Up a Home Based Childcare Service

Outcome 4

Understand the principles of development of routines for home based child care

Assessment Criteria

The learner can:

1. Explain how **routines** are based on:
 - a) Meeting a child's needs
 - b) Agreements with parents
 - c) Participation of children
2. Explain how they would adapt routines to meet the needs of children at different ages and stages of development
3. Explain how they ensure that each child is welcomed and valued in the home based work setting.

Additional Guidance

Routines may include:

- Arrivals and departures
- Taking children to and from school/playgroup/pre-school
- Meal and snack times
- Sleep and rest
- Play and activities
- Off-site visits
- Outdoor activities
- Homework and evening activities for school age children

Unit 079 Understand How to Set Up a Home Based Childcare Service

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

Assessment Criteria

The learner can:

1. Explain the importance of play to children's learning and development and the need for an **inclusive approach**
2. Plan a challenging and enjoyable learning environment in the home that includes using everyday domestic routines and household items
3. Explain what can be learned about children by observing them at play
4. Identify how and why it is important that children receive equal treatment and access based on their individual needs and acknowledging their rights
5. Compare how **other resources** available for children support their play.

Additional Guidance

Inclusive approach may include:

- Treating children as individuals who are respected, valued and accepted regardless of social or ethnic background or abilities or health status
- Being a positive role model
- Challenging stereotypes and offensive remarks and attitudes appropriately
- Acknowledging children have rights and responsibilities

Other resources may include:

- Libraries
- Drop-ins
- Toy libraries
- Equipment loan schemes

Unit 079

Understand How to Set Up a Home Based Childcare Service

Outcome 6

Understand how home based childcarers can support the safeguarding of children in their care

Assessment Criteria

The learner can:

1. Explain the concept of safeguarding and the duty of care that applies to all practitioners
2. Outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
3. Outline regulatory requirements for safeguarding children that affect home based childcare
4. Explain the procedures that need to be followed by lone workers in home based settings when harm or abuse are suspected or alleged either against them or third parties.

Unit 079

Understand How to Set Up a Home Based Childcare Service

Outcome 7

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

Assessment Criteria

The learner can:

1. Describe **typical behaviours** exhibited by children linked to their stage of development and key events in their lives
2. Explain how ground rules for behaviour and expectations are developed and implemented.

Additional Guidance

Typical behaviours may include:

- Toddler tantrums
- Separation anxiety

Unit 079 Understand How to Set Up a Home Based Childcare Service

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Level: 2

Credit value: 2

NDAQ number: F/601/3442

Unit aim

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these
2. Understand the importance of effective communication for individuals with sensory loss
3. Know the main causes and conditions of sensory loss
4. Know how to recognise when an individual may be experiencing sight and/or hearing loss
5. Know how to report concerns about sensory loss

Guided learning hours

It is recommended that 16 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to Sensory Services 1, 2, 3, 4, 5, 6, 7, 8, 9, 11.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by **either**:

- learner portfolio of evidence (120)
- an assignment covering Learning Outcomes and Assessment Criteria(122).

Simulation is not permitted.

The unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. These have been included within the Centre requirements section of the Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) 4227-02 Mandatory units centre handbook.

Unit 120

Outcome 1

Introductory Awareness of Sensory Loss

Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these

Assessment Criteria

The learner can:

1. Describe how a range of **factors** have a negative and positive impact on individuals with **sensory loss**
2. Identify steps that can be taken to overcome **factors** that have a negative impact on individuals with **sensory loss**
3. Explain how individuals with **sensory loss** can be disabled by attitudes and beliefs
4. Identify steps that could be taken to overcome disabling attitudes and beliefs.

Additional Guidance

Sensory loss may include:

- Sight loss
- Hearing loss
- Deaf-blindness

Factors may include:

- Communication
- Information
- Familiar layouts and routines
- Mobility

Unit 120

Outcome 2

Introductory Awareness of Sensory Loss

Understand the importance of effective communication for individuals with sensory loss

Assessment Criteria

The learner can:

1. Outline what needs to be considered when communicating with individuals with:
 - a) Sight loss
 - b) Hearing loss
 - c) Deaf-blindness
2. Describe how effective communication may have a positive impact on the lives of individuals with **sensory loss**
3. Explain how information can be made accessible to individuals with **sensory loss**.

Additional Guidance

Sensory loss may include:

- Sight loss
- Hearing loss
- Deaf-blindness

Unit 120

Outcome 3

Introductory Awareness of Sensory Loss

Know the main causes and conditions of sensory loss

Assessment Criteria

The learner can:

1. Outline the main causes of **sensory loss**
2. Explain the difference between congenital and acquired **sensory loss**
3. State what percentage of the general population is likely to have **sensory loss**.

Additional Guidance

Sensory loss may include:

- Sight loss
- Hearing loss
- Deaf-blindness

Unit 120

Outcome 4

Introductory Awareness of Sensory Loss

Know how to recognise when an individual may be experiencing sight and/or hearing loss

Assessment Criteria

The learner can:

1. Outline the indicators and signs of:
 - a) Sight loss
 - b) Deaf-blindness
 - c) Hearing loss
2. Explain where additional advice and support can be sourced in relation to **sensory loss**.

Additional Guidance

Sensory loss may include:

- Sight loss
- Hearing loss
- Deaf-blindness

Unit 120

Outcome 5

Introductory Awareness of Sensory Loss

Know how to report concerns about sensory loss

Assessment Criteria

The learner can:

1. Describe to whom and how concerns about sight and/or hearing loss can be reported.

Unit 120 Introductory Awareness of Sensory Loss

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 122

Introductory Awareness of Models of Disability

Level: 2

Credit value: 2

NDAQ number: Y/601/3446

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know the difference between the medical and social models of disability
2. Understand how the adoption of models of disability impact on the well-being and quality of life of individuals

Guided learning hours

It is recommended that 15 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to Sensory Services 1, 2, 3, 10, 11.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- learner portfolio of evidence (122)
- an assignment covering Learning Outcomes and Assessment Criteria(123)

Simulation is not permitted.

The unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. These have been included within the Centre requirements section of the Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) 4227-02 Mandatory units centre handbook.

Unit 122

Introductory Awareness of Models of Disability

Outcome 1

Know the difference between the medical and social models of disability

Assessment Criteria

The learner can:

1. Describe the medical model of disability
2. Describe the social model of disability
3. Outline how each of the models has developed and evolved over time
4. Give examples of where each model of disability may be used in service delivery.

Unit 122

Introductory Awareness of Models of Disability

Outcome 2

Understand how the adoption of models of disability impact on the well-being and quality of life of individuals

Assessment Criteria

The learner can:

1. Identify how the principles of each model are reflected in service delivery
2. Explain how each of the models of disability impacts on the:
 - a) inclusion
 - b) rights
 - c) autonomy
 - d) needs of individuals
3. Explain how own practice promotes the principle of inclusion.

Unit 122 Introductory Awareness of Models of Disability

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 623

Contribute to children's Welsh language development

Level: 2
Credit value: 4
UAN number: M/504/2182

Unit aim

The purpose of this unit is to enable learners to develop the knowledge, understanding and skills to contribute to the support children's Welsh language skills.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know the importance of Welsh language for children's learning.
2. Be able to contribute to children's learning in Welsh language development
3. Be able to reflect on own contribution to children's learning in Welsh language development

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCD CCLD 0309 – Implement frameworks for early education through the development of curriculum planning

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

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

Unit 623

Contribute to children's Welsh language development

Outcome 1

Know the importance of Welsh language for children's learning

Assessment Criteria

The learner can:

1. Describe why Welsh language development is important to children's learning.
2. Explain how Welsh language development links with other areas of learning and development.

Unit 623

Contribute to children's Welsh language development

Outcome 2

Be able to contribute to children's learning in Welsh language development

Assessment Criteria

The learner can:

1. Identify the types of **equipment** and activities that are used to support children's Welsh language development.
2. Explain the use of structured and spontaneous opportunities and activities to support and strengthen children's Welsh language skills.
3. Provide both structured and spontaneous opportunities and activities to support and strengthen children's Welsh language skills in the indoor and outdoor learning environment.
4. Use Welsh language in everyday activities to support children's Welsh language development.
5. Use encouragement and praise when supporting children's Welsh language development.
6. Support opportunities and activities that develop children's knowledge and understanding of Welsh culture.
7. Use storytelling, rhyme and song to enrich children's Welsh language development.
8. Use accurate written and oral Welsh with children in activities and on visual displays.

Additional Guidance

Equipment could include:

- Books
- Games
- ICT
- Puppets
- Audio

Unit 623

Contribute to children's Welsh language development

Outcome 3

Be able to reflect on own contribution to children's learning in Welsh language development

Assessment Criteria

The learner can:

1. Review how own practice has contributed to children's Welsh language development.
2. Adapt own practice to meet children's Welsh language development needs

Unit 623 Contribute to children’s Welsh language development

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 625

Contribute to the support of children's physical development through activities

Level: 2
Credit value: 3
UAN number: J/504/2186

Unit aim

To enable learners to develop knowledge, understanding and skills that contributes to the support of children's physical development through activities.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- 1 Understand the importance of physical development on children's learning.
- 2 Be able to contribute to children's physical development through activities
- 3 Be able to review own contributions to children's physical development through activities

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCD CCLD 0203 – Support the development of children and young people

SCD CCLD 0307 – promote the health and physical development of children

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

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

Unit 625

Contribute to the support of children's physical development through activities

Outcome 1

Understand the importance of physical development on children's learning

Assessment Criteria

The learner can:

1. Describe why physical development is important for children's learning.
2. Describe how physical development links with other areas of learning and development.

Unit 625

Contribute to the support of children's physical development through activities

Outcome 2

Be able to contribute to children's physical development through activities

Assessment Criteria

The learner can:

1. Identify the types of equipment and activities that are used to support children's physical development.
2. Provide both structured and spontaneous opportunities and activities to support and strengthen physical development skills in the indoor and outdoor learning environment.
3. Demonstrate how to provide frequent opportunities for physical activities through all areas of learning.
4. Use encouragement and praise when supporting children's physical activities.

Unit 625

Contribute to the support of children's physical development through activities

Outcome 3

Be able to review own contributions to children's physical development through activities

Assessment Criteria

The learner can:

1. Review how own practice has contributed to children's physical development through activities.
2. Adapt own practice to meet children's physical developmental needs through activities

Unit 625 Contribute to the support of children’s physical development through activities

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 632

Working as part of a team in health and social care or children and young people's settings

Level: 2
Credit value: 2
UAN: D/504/2193

Unit aim

The purpose of this unit is to develop the learner's knowledge, skills and understanding of working as part of a team in health and social care or children and young people's setting.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand teams and teamwork in the workplace
2. Understand the principles that underpin effective teamwork
3. Understand the effect of conflict within teams
4. Be able to work as part of a team

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCD HSC 0241 – Contribute to the effectiveness of teams

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

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

Unit 632

Working as part of a team in health and social care or children and young people's settings

Outcome 1

Understand **teams** and teamwork in the workplace

Assessment Criteria

The learner can:

1. define what is meant by the terms 'team' and 'teamwork'
2. describe how the work of teams supports the achievement of workplace objectives
3. explain lines of reporting and responsibility in the team.

Additional Guidance

Teams could include:

- Multi-agency
- Multi-disciplinary

Unit 632

Working as part of a team in health and social care or children and young people's settings

Outcome 2

Understand the principles that underpin effective teamwork

Assessment Criteria

The learner can:

1. describe why teams need:
 - clear objectives
 - clearly defined roles and responsibilities.
2. identify what supports positive and effective communication between team members.
3. define confidentiality within the context of teamwork.
4. describe how the values of own organisation influences the working of your team.

Unit 632

Working as part of a team in health and social care or children and young people's settings

Outcome 3

Understand the effect of conflict within teams

Assessment Criteria

The learner can:

1. describe how conflicts may arise in teams.
2. describe how conflict can affect team effectiveness.
3. give examples of how effective teams may deal with conflicts.

Unit 632

Working as part of a team in health and social care or children and young people's settings

Outcome 4

Be able to work as part of a team

Assessment Criteria

The learner can:

1. identify own role and responsibilities in the team
2. fulfil own responsibilities within the team
3. identify the contribution of other team members to the team
4. seek support and advice from other team members
5. communicate effectively with other team members
6. offer support to other team members
7. review own strengths and weakness in working in the team.

Unit 632 Working as part of a team in health and social care or children and young people’s settings

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 639

Working in partnership with parents and carers

Level: 2
Credit value: 3
UAN number: M/504/2201

Unit aim

This unit aims to provide learners with the knowledge, understanding and skills of working in partnership with parents and carers.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the importance of working in partnership with parents and carers
2. Be able to share information in line with policies and procedures in the work setting
3. Be able to build relationships with parents and carers
4. Be able to contribute to supporting parents and carers in their parenting role
5. Be able to reflect on own practice in working with parents and carers

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

SCD CCLD 0201 – Support effective communication

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

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

Unit 639

Working in partnership with parents and carers

Outcome 1

Understand the importance of working in partnership with parents and carers

Assessment Criteria

The learner can:

1. Describe the partnership model of working with parents and carers
2. Explain why work with parents and carers forms part of a practitioner's role
3. Describe the features of a professional relationship with parents and carers
4. Explain why it is important to work in partnership with parents and carers
5. Describe barriers that may exist to partnerships with parents and carers
6. Describe ways to overcome barriers to partnerships with parents and carers

Unit 639

Working in partnership with parents and carers

Outcome 2

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

Assessment Criteria

The learner can:

1. Share information with parents and carers in line with boundaries of own role.
2. Identify information that must be shared with others in line with role and responsibilities
3. Share information with **others** in line with role and responsibilities
4. Explain when information about parents, carers and children should not be shared:
 - In the work setting
 - Outside the work setting

Additional Guidance

Others could include:

- Practitioners
- Managers
- Parents
- Carers
- Children and young people
- Tutors
- Assessors and visitors to the setting

Unit 639

Working in partnership with parents and carers

Outcome 3

Be able to build relationships with parents and carers

Assessment Criteria

The learner can:

1. Describe the boundaries of own role in work with parents and carers
2. Welcome parents and carers when they enter the work setting
3. Engage with parents and carers to build relationships

Unit 639

Working in partnership with parents and carers

Outcome 4

Be able to contribute to supporting parents and carers in their parenting role

Assessment Criteria

The learner can:

1. Support the inclusion and participation of parents and carers
2. Listen and respond to children when their parents or carers are present
3. Follow plans to develop the skills of parents and carers in:
 - Playing with children
 - Listening to children
 - Language development of children

Unit 639

Working in partnership with parents and carers

Outcome 5

Be able to reflect on own practice in working with parents and carers

Assessment Criteria

The learner can:

1. Reflect on interactions with parents and carers
2. Use feedback on own performance to identify areas for improvement in own practice in working with parents and carers
3. Develop an action plan for improvement of own practice

Unit 639 Working in partnership with parents and carers

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 671

Contribute to promoting nutrition and hydration in early years and childcare settings

Level: 2
Credit value: 4
UAN number: T/503/2494

Unit 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.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will be able to:

- 1 Know the principles of a **balanced diet** for children
- 2 Be able to work with others to plan and promote a balanced diet for children
- 3 Understand the principles of hydration for babies and children
- 4 Be able to promote hydration in babies or children
- 5 Know how to prevent malnutrition in babies and children
- 6 Know the principles of infant feeding
- 7 Know the importance of **special dietary requirements** for babies and children
- 8 Be able to carry out role in monitoring nutrition and hydration for babies or children

Guided learning hours

It is recommended that **29** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

Links to NOS CCLD 208; CCLD 307

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

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

Unit 671

Contribute to promoting nutrition and hydration in early years and childcare settings

Outcome 1

Know the principles of a **balanced diet** for children

Assessment Criteria

The learner can:

1. Outline current government **nutritional guidelines** for a balanced diet for children
2. List the main food groups
3. Identify sources of essential nutrients
4. Explain the importance of a balanced diet
5. Explain the impact of poor diet on **health** and **wellbeing**

Additional Guidance

Balanced diet is one containing a variety of foods to ensure adequate intake of all nutrients that are essential for health

Nutritional guidelines refers to the latest national guidance for appropriate age groups

Health refers to general physical health and healthy weight (i.e. 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

Unit 671

Contribute to promoting nutrition and hydration in early years and childcare settings

Outcome 2

Be able to work with others to plan and promote a balanced diet for children

Assessment Criteria

The learner can:

1. Outline the **factors** that may affect nutritional intake in children
2. Describe how a **healthy diet** can be promoted for children
3. Work with others to plan a balanced diet for a child
4. Encourage children to eat a healthy and balanced diet
5. Outline ways that **others** can be supported to understand a healthy diet for children

Additional Guidance

Factors can include:

- 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

Healthy diet is one based on sound nutritional principles. It would usually feature

- 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

Others may include:

- parents or carers
- colleagues
- other professionals eg health visitors, school nurses, dieticians, speech and language therapist etc

Unit 671

Contribute to promoting nutrition and hydration in early years and childcare settings

Outcome 3

Understand the principles of hydration for babies and children

Assessment Criteria

The learner can:

1. Explain the importance of hydration
2. Outline the signs of dehydration in babies and children
3. Explain the impact of dehydration on health and wellbeing

Unit 671

Contribute to promoting nutrition and hydration in early years and childcare settings

Outcome 4

Be able to promote hydration in babies or children

Assessment Criteria

The learner can:

1. Outline the factors that may affect hydration
2. Describe how hydration can be promoted for babies and children
3. Encourage children to drink a sufficient volume of fluid

Unit 671

Contribute to promoting nutrition and hydration in early years and childcare settings

Outcome 5

Know how to prevent malnutrition in babies and children

Assessment Criteria

The learner can:

1. List the signs of malnutrition
2. Describe the risk factors that may lead to malnutrition
3. Outline ways of increasing nutritional density of foods and drinks

Unit 671

Contribute to promoting nutrition and hydration in early years and childcare settings

Outcome 6

Know the principles of infant feeding

Assessment Criteria

The learner can:

1. Compare the benefits of breast feeding and infant formula feeding
2. Outline current **UN and national guidance** on breast feeding
3. Outline current national guidance on the introduction of solid foods
4. Identify suitable choices of foods and drinks for weaning

Additional Guidance

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

Unit 671

Contribute to promoting nutrition and hydration in early years and childcare settings

Outcome 7

Know the importance of **special dietary requirements** for babies and children

Assessment Criteria

The learner can:

1. Identify circumstances where babies or children have special dietary requirements
2. Outline special diets
3. Outline the potential risks of not following a special diet

Additional Guidance

Special diets/special dietary requirements in this context may include therapeutic diets for an illness or condition (e.g. food allergy, diabetes, eating, drinking or swallowing difficulty - Dysphagia, coeliac disease) or may include those that may *prevent / limit / promote / meet* one or more of the following:

- Aspiration/choking
- Appetite
- Weight (i.e. underweight or overweight)
- Personal choice and control (e.g. vegan and vegetarian or cultural and religious choices)

Unit 671

Contribute to promoting nutrition and hydration in early years and childcare settings

Outcome 8

Be able to carry out role in monitoring nutrition and hydration for babies or children

Assessment Criteria

The learner can:

1. Outline own responsibilities in relation to monitoring nutrition and hydration
2. Complete records for the monitoring of nutrition and hydration in line with agreed ways of working
3. Explain actions to take when there are concerns about the nutrition and hydration of babies or children

Unit 671 Contribute to promoting nutrition and hydration in early years and childcare settings

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Unit 700

Use Signing to Advance Speech, Language and Communication

Level: 2
Credit value: 6
UAN number: F/504/3370

Unit Aim: The unit provides the learner with the knowledge and skills needed to use signing to advance speech, language and communication

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- 1 Know how the use of sign supported English promotes learning and development.
- 2 Be able to use sign supported English to promote learning and development.
- 3 Understand the role of signing and fingerspelling in the development of early literacy
- 4 Be able to demonstrate the role of sign supported English in providing an environment which values children and young people and encourages positive, pro-social behaviour.

Guided learning hours

It is recommended that **48** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development

Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

Sign Supported English uses signs from British Sign Language (BSL) alongside speech.

Unit 700

Use Signing to Advance Speech, Language and Communication

Outcome 1

Know how the use of sign supported English promotes learning and development.

Assessment Criteria

The learner can:

1. Identify ways that sign supported English supports the development of social and emotional skills
2. Identify ways that sign supported English contributes to the development of language skills.
3. Explain how sign supported English can help develop cognitive skills.

Unit 700

Use Signing to Advance Speech, Language and Communication

Outcome 2

Be able to use sign supported English to promote learning and development.

Assessment Criteria

The learner can:

1. Support the planning of activities using sign supported English to promote social, emotional, language and cognitive development.
2. Use and assess the effectiveness of activities using sign supported English in promoting social, emotional, language and cognitive development.

Unit 700

Use Signing to Advance Speech, Language and Communication

Outcome 3

Understand the role of signing and fingerspelling in the development of early literacy.

Assessment Criteria

The learner can:

1. Explain how signing and fingerspelling contribute to the development of early literacy skills

Unit 700

Use Signing to Advance Speech, Language and Communication

Outcome 4

Be able to demonstrate the role of sign supported English in providing an environment which values children and young people and encourages positive, pro-social behaviour.

Assessment Criteria

The learner can:

1. Explain the contribution of signing to the provision of an environment which values children and young people.
2. Use and reflect on own use of behaviour management signs and signed phrases in promoting positive behaviour.

Unit 700 Use Signing to Advance Speech, Language and Communication

Notes for guidance

See pages 17–21 of the handbook, Level 2 Diploma for Children’s Care, Learning & Development (4227-02) Qualification handbook: Mandatory units for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

Appendix 1 Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connections to other qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that learners completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications. For example, units within a qualification may be similar in content to units in the NQF qualification which the learner may have already undertaken and this may present opportunities for APL/RPL.

This qualification has connections to the:

- Level 2 Certificate and Level 3 Diploma for the Children and Young People’s Workforce (England)
- Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland)
- Level 3 Award/Certificate in Supporting Teaching and Learning in Schools

City & Guilds unit	Unit title	SSC ref no.	Unit linked to:
001	Introduction to Communication in Health, Social Care or Children’s and Young People’s Settings	SHC21	CCLD 201 GEN 22 HSC 21
002	Introduction to Personal Development in Health, Social Care or Children’s and Young People’s Settings	SHC22	CCLD 204 GEN 12 GEN 13 HSC 23
003	Introduction to Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings	SHC23	CCLD 203 GEN 12 GCU 5 HSC 24 and HSC 234
004	Child and Young Person Development	TDA2.1	STL2 Support children’s development (CCLD 203) SWIS 2.1 Explore and respond to the needs of pupils Introductory training materials: Role and context Understanding how children learn
006	Contribute to the Support of Child and Young Person Development	MU2.2	CCLD 203
009	Contribute to Children and Young People’s Health and Safety	MU2.4	CCLD202
011	Contribute to the Support of Positive Environments for Children and Young People	MU2.8	CCLD205

012	Understand Partnership Working in Services for Children and Young People	MU2.9	N/A
015	Paediatric Emergency First Aid	PEFAP001	Mapped against the EYDC standards
016	Managing paediatric illness and injury	MPII002	Mapped against the EYDC standards
019	Support children and young people at meal or snack times	TDA2.14	N/A
020	Contribute to the support of children's communication, language and literacy	OP2.15	CCLD 201, 203, 205, 208
021	Contribute to the support of children's creative development	OP2.17	CCLD, 203, 205, 208
039	Contribute to the support of children and young people's development through play	MU2.10	CCLD210
040	Contribute to the support of children's learning in Information and Communication Technology (ICT)	OP2.1	CCLD 203, 205, 208
041	Contribute to the support of children's mathematical development	OP2.2	CCLD 203, 205, 208
042	Contribute to the development of babies and young children	OP2.3	CCLD 203, 208
043	Contribute to the physical care of babies and young children	OP2.4	CCLD 203, 208
044	Contribute to the acquisition of a new language through immersion for children in early years settings	OP2.5	CCLD 247
045	Contribute to the support of disabled children and those with specific requirements	OP2.6	CCLD209
047	Contribute to the support of children's positive behaviour in early years settings	OP2.11	CCLD202
048	Understand how to safeguard the welfare of children and young people	MU2.3	CCLD202
049	Contribute to the support of children's knowledge and understanding of the world	OP2.16	CCLD 203, 205, 208
050	Contribute to the support of children's outdoor play	OP2.18	CCLD 203, 205, 208
079	Understand how to set up a home based childcare service	CYPOP5	CCLD, 302, 303, 305, 316
120	Introductory awareness of sensory loss	SS MU2.1	Sensory Services 1 – 9, 11
122	Introductory awareness of models of disability	SS OP2.1	Sensory Services 1 – 3, 10, 11

Literacy, language, numeracy and ICT skills development

This qualification includes opportunities to develop and practise many of the skills required for success in the following qualifications:

- Functional Skills (Wales) – see: <http://wales.gov.uk/topics/educationandskills/learningproviders/essentialskillswales>
- Essential Skills (Northern Ireland) – see: http://www.rewardinglearning.org.uk/qualifications/essential_skills

Appendix 2 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.

Providing City & Guilds qualifications – a guide to centre and qualification approval

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. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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

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

- **Walled Garden**
Find out how to register and certificate learners on line
- **Events**
Contains dates and information on the latest Centre events
- **Online assessment**
Contains information on how to register for GOLLA 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, Registrations/enrolment, Certificates, 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, GOLLA, 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_unit@cityandguilds.com**

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: **feedbackandcomplaints@cityandguilds.com**

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