

NCFE

CACHE

Qualification Specification

**NCFE CACHE Level 2 Diploma for Children's
Care, Learning and Development (Northern
Ireland) QN: 603/4723/5**

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 1.0 September 2019).

Version	Publication Date	Summary of amendments
v1.0	September 2019	First publication
v1.1	January 2020	p.5, information regarding the wellbeing and safeguarding of learners added to Section 1.
v1.2	June 2022	<p>Further information added to the how the qualification is assessed section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support handbook section about how to access support handbooks.</p>

Section 1

About this qualification

About this qualification

This Qualification Specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
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The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Support Handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Qualification summary	
Qualification title	NCFE CACHE Level 2 Diploma for Children's Care, Learning and Development (Northern Ireland)
Qualification number (QN)	603/4723/5
Aim reference	60347235
Total Qualification Time (TQT)	480
Guided Learning Hours (GLH)	370
Credit value	48
Minimum age	16
Age ranges covered by the qualification	Age range for knowledge criteria is 0–12 years. Age range for competence criteria is 0–5 years 11 months.
Qualification purpose	<p>This qualification is designed to help learners build the knowledge and skills needed when working with children. It covers a diverse range of job roles and occupational areas working in children's settings.</p> <p>It is suitable for those who wish to work or are working in a supervised role in children's care, learning and development in Northern Ireland.</p> <p>This Level 2 Diploma will guide and assess development of knowledge and skills relating to children's care, learning and development (early learning and childcare, and the learning development and support services).</p> <p>The qualification confers occupational competence for child care, learning and development in Northern Ireland.</p>
Aims and objectives	<p>This qualification aims to:</p> <ul style="list-style-type: none"> • focus on the study of children's care, learning and development within Northern Ireland • offer breadth and depth of study, incorporating a key core of knowledge • provide opportunities to acquire a number of practical skills. <p>The objective of this qualification is to build knowledge and skills needed to work with children in Northern Ireland.</p>
Work/industry placement experience	This qualification requires learners to complete a 350–400 hour work placement.
Real work environment (RWE) requirement/ recommendation	<p>It is a requirement of the qualification that learners undertake a minimum work placement of 350–400 hours working in real work environments.</p> <p>The requirement cannot be met by time spent with children within a learner's family/extended family, babysitting or through other informal arrangements.</p>

Rules of combination	To achieve this qualification learners are required to successfully complete all 8 mandatory units.
Grading	Achieved/Not Yet Achieved
Assessment method	<p>Internally assessed and externally quality assured portfolio of evidence.</p> <p>All units will be internally assessed using a range of methods which could include: direct observation within the workplace, a portfolio of evidence, written assignments or a task*.</p> <p>* NB: assessment tasks are provided for tutors' convenience. They are not mandatory</p>
Progression including job roles (where applicable)	<p>Learners who achieve this qualification could progress to the Level 3 Diploma for Children's Care Learning and Development (Wales and Northern Ireland).</p> <p>Learners can also progress to the following job roles:</p> <ul style="list-style-type: none"> • pre-school assistants • nursery assistants • crèche assistants • out-of-school childcare worker.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/4723/5
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Entry guidance

This qualification is designed for learners who work or wish to work in children's care, learning and development in Northern Ireland.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal. However, learners should be aged 16 or above to undertake this qualification.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **48 credits from the mandatory units**.

Please refer to the list of units on the next page or the unit summaries in Section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

Units


To make cross-referencing assessment and quality assurance easier, we’ve used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.



Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 01	Y/617/6517	Context, principles and values that underpins practice – Theme 1	2	6	50	
Unit 02	D/617/6518	Communication and partnership working – Theme 2	2	4	30	
 Unit 03	D/617/6521	Safeguarding children – Theme 3	2	4	30	
Unit 04	K/617/6523	Keeping children safe, healthy and well – Theme 4	2	7	60	
Unit 05	F/617/6527	Support children’s personal care and nutrition – Theme 5	2	5	40	
Unit 06	J/617/6528	Supporting children’s development – Theme 6	2	8	60	
Unit 07	L/617/6529	Support children’s play, learning and development – Theme 7	2	8	60	
Unit 08	F/617/6530	Contribute to the support of children with disabilities and/or special needs – Theme 8	2	6	40	

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.

This qualification must be assessed in line with Skills for Care and Development Assessment Principles.

The Level 2 Diploma for Children's Care, Learning and Development (Northern Ireland) is a competence-based qualification.

A competence-based qualification may be based on National Occupational Standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a real work environment (RWE) in accordance with the relevant assessment. For further information on the Skills for Care and Development Assessment Principles, please visit the Qualifications page on the NCFE website.

Learners must be successful in **all** components to gain the Level 2 Diploma for Children's Care, Learning and Development (Northern Ireland).

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a Level 2 learner for each learning outcome.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English

Internal assessment

We have created sample tasks for all 8 internally assessed units. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover knowledge learning outcomes and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Curriculum team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit, and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

A centre may choose to create their own internal assessment tasks, they should:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to Course File Documents on the NCFE website.

Please refer to the Skills for Care and Development Assessment Principles for further information. This can be found on the Qualifications page on the NCFE website.

Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

For further information on assessment, please refer to the User Guide to the External Quality Assurance Visit Report.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our Quality Assurance team.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in Section 3.

For further information or guidance about this qualification, please contact our Customer Support team.

Unit 01 Context, principles and values that underpins practice – Theme 1 (Y/617/6517)

Unit summary	This unit provides learners with the knowledge and understanding of the values and principles required to work in early years. It will provide an understanding of relevant legislation and the importance of working in an inclusive way.
Credit value	6
Guided learning hours	50
Level	2
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method
1. Understand the range and purpose of early years services and the legislative frameworks linked to delivery	1.1 Explore the range and purpose of early years services	
	1.2 Outline job roles in the early years services	
	1.3 Outline relevant legislation and regulation requirements for early years services	
	1.4 Describe how relevant legislation and regulation supports the delivery of early years services	
	1.5 Describe how children and families can benefit from early years services in terms of early intervention care, learning and development	
	1.6 Explain the importance of engaging with parents and carers	
	1.7 Describe what is meant by child-centred practice	
2. Understand the principles and values of early years practice	2.1 Outline the principles and values that underpin early years practice	
	2.2 Explain how principles and values support professional practice	
	2.3 Explore what these principles and values mean to you	
	2.4 Outline how the principles and values can be applied in practice	
	2.5 Explain how continuous reflection and improvement supports professional practice	
3. Be able to develop own professional practice	3.1 Use feedback on own performance to identify areas for improvement in own practice	
	3.2 Produce a personal development plan	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method
4. Understand the importance of equality and inclusion	4.1 Explain what is meant by the terms: <ul style="list-style-type: none"> • diversity • equality • inclusion • discrimination (ie direct, indirect, harassment, victimisation) 	
	4.2 Describe ways in which discrimination may occur in the workplace: <ul style="list-style-type: none"> • directly • indirectly 	
	4.3 Describe how to challenge discrimination in a way that: <ul style="list-style-type: none"> • encourages positive change • values children’s identity and beliefs 	
5. Be able to work in an inclusive way	5.1 Outline the codes of professional practice relating to equality, diversity and inclusion	
	5.2 Reflect on own role in supporting an inclusive environment	
	5.3 Demonstrate inclusive practice	
	5.4 Describe how and when to access information, advice and support about the provision of an inclusive environment	

Unit 01 Context, principles and values that underpins practice – Theme 1 (Y/617/6517) (cont'd)

Assessment guidance

Delivery and assessment

Learning outcomes 3 and 5 must be assessed in real work environments by a qualified vocationally competent Assessor. Simulation is not permitted.

1.3 Guidance:

- private sector
- voluntary/community sector
- statutory sector.

4.1 Additional guidance:

- equality
- radicalisation
- extremism
- economic
- migration
- asylum
- cultural competence.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign-off of completed unit: Unit 01

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 01 Context, principles and values that underpins practice – Theme 1 (Y/617/6517) (cont'd)

Assessment tasks

These non-mandatory tasks have been developed to include all of the knowledge learning outcomes for Unit 01.

It is arranged into a series of small tasks.

Task 1

Produce a resource for practitioners that introduces them to the types of services available to support children and their families. The following sections must be included.

Section 1: Range and purpose of early years services (1.1, 1.2)

To include:

A minimum of two (2) examples from **each** of the following:

- private sector
- voluntary/community sector
- statutory sector.

Select one (1) job role from each of the services identified above and write a brief outline.

Section 2: Legislation and regulation (1.3, 1.4, 1.5, 1.6)

To include:

A brief outline of relevant legislation and regulation requirements for early years services.

A summary which describes:

- how relevant legislation and regulation supports the delivery of early years services
- how children and families can benefit from early years services in terms of early intervention care, learning and development
- an explanation of the importance of engaging with parents and carers.

Section 3: Raising an awareness of discrimination (4.1, 4.2, 4.3)

Explain what is meant by the terms:

- diversity
- equality
- inclusion.

Explain different types of discrimination, to include direct, indirect, harassment and victimisation.

Use an example to describe a minimum of one (1) way in which discrimination may occur in the workplace for both:

- direct discrimination
- indirect discrimination.

Describe a minimum of two (2) ways the practitioner can challenge discrimination in a way that:

- encourages positive change
- values children's identity and beliefs.

Unit 01 Context, principles and values that underpins practice – Theme 1 (Y/617/6517) (cont'd)

Task 2

May be presented to peers or included as a set of presentation slides.

The setting where you are working is arranging an open day event for parents and carers. You have been asked to create presentation slides to be shared at the event. The presentation must include:

- a description of what is meant by child-centred practice (1.7)
- an outline of the principles and values that underpin early years practice (2.1)
- an explanation of how principles and values support professional practice (2.2).

Task 3

Write a reflective account that:

- explores what the principles and values supporting professional practice mean to you (2.3)
- outlines how the principles and values can be applied in practice (2.4)
- explains how continuous reflection and improvement supports professional practice (2.5).

Unit 02 Communication and partnership working – Theme 2 (D/617/6518)

Unit summary	This unit provides learners with the understanding, knowledge and skills required to communicate successfully, ensure records and reports are maintained in line with the organisation’s policies and procedures and support partnership working.
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Credit value	4
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory
NOS mapping	SCDCCLD0201 Support effective communication SCDCCLD0301 Promote effective communication

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method
1. Understand communication in early years services	1.1 Identity reasons why people communicate	
	1.2 Describe how communication affects all aspects of own work	
	1.3 Explain how an individual’s communication and language needs, wishes and preferences impacts on effective communication	
	1.4 Explain why it is important to observe an individual’s reactions when communicating with him/her	
2. Be able to communicate	2.1 Demonstrate communication methods that meet an individual’s communication needs, wishes and preferences: <ul style="list-style-type: none"> • verbal • non-verbal • other 	
	2.2 Explain when and how to seek advice on communication needs	
	2.3 Reduce the barriers to communication	
	2.4 Reflect on the importance of listening and active participation when communicating with others	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method
3. Be able to share and record information in line with policies and procedures in the work setting	3.1 Explain the terms: <ul style="list-style-type: none"> • confidentiality • data protection • whistleblowing 	
	3.2 Reflect on how you share information with others in line with role and responsibilities	
	3.3 Record and store information in line with organisational policy and procedures	
	3.4 Explain why there may be conflicts or dilemmas in relation to sharing information and maintaining confidentiality	
	3.5 Explain the process in your work setting in regard to <ul style="list-style-type: none"> • making referrals • why referrals are made • why other agencies are involved • securing informed consent 	
4. Understand partnership working	4.1 Identify who relevant partners would be in own early years services	
	4.2 Explore the characteristics of partnership working	
	4.3 Identify the barriers to partnership working	
	4.4 Explain why working in partnership with others is important	

Unit 02 Communication and partnership working – Theme 2 (D/617/6518) (cont'd)

Assessment guidance

Delivery and assessment

Learning outcomes 2 and 3 must be assessed in real work environments by a qualified vocationally competent Assessor. Simulation is not permitted.

2.1 Guidance:

- **verbal:** vocabulary, linguistic tone, pitch
- **non-verbal:** eye contact, touch, physical gestures, body language, behaviour
- **other:** written, sign, Braille, assistive technology, social media.

3.1 Guidance: organisation policies and procedures on information sharing, including relevant legislation and regulations.

3.4 Guidance: sharing information and maintaining confidentiality on social media, including settings policies and procedures regarding social media.

3.5 **Other agencies** may include:

- professionals
- multi-disciplinary teams
- protocols and regulations for supporting informed consent.

4.2 **Characteristics** to include:

- communication and information sharing
- responsibilities
- shared goals and boundaries
- child-centred approaches
- power dynamics
- conflicts and dilemmas
- establishing and maintaining relationships.

4.4 **Others** could include professionals, multi-disciplinary teams, parents/carers.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign-off of completed unit: Unit 02

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 02 Communication and partnership working – Theme 2 (D/617/6518) (cont'd)

Assessment tasks

These non-mandatory tasks have been developed to include all of the knowledge learning outcomes for Unit 02.

It is arranged into a series of small tasks.

Task 1 – Reasons why people communicate

Participate in a group discussion to understand communication in an early years setting. The discussion should support knowledge of different reasons why people communicate.

Reflect on the discussion to identify reasons why people communicate (1.1).

Task 2 – The role of communication in own work

As a large group, list key duties of the Early Years Practitioner. Based on these key duties, work independently to describe how communication affects all aspects of this work (1.2).

Task 3 – Responding to the reactions of others when communicating

Write a series of statements to meet the following criteria:

- explain how an individual's communication and language needs, wishes and preferences impact on effective communication (1.3)
- explain why it is important to observe an individual's reactions when communicating with him/her (1.4).

Task 4 – Partnership working

Create a handout that can be used in an early years service to explain the significance of partnership working. The handout must:

- identify who relevant partners would be in own early years services (4.1)
- explore the characteristics of partnership working (4.2)
- identify the barriers to partnership working (4.3)
- explain why working in partnership with others is important (4.4).

Unit 03 Safeguarding children – Theme 3 (D/617/6521)



Unit summary	This unit provides learners with the understanding, knowledge and skills required to support the safeguarding of children.
Credit value	4
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory
NOS mapping	SCDCCLD0202 Support the safeguarding of children

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method
1. Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children	1.1 Outline the current legislation , guidelines, policies and procedures for safeguarding the welfare of children	
	1.2 Describe the roles of different agencies involved in safeguarding the welfare of children in the context of own work setting	
	1.3 Outline the potential tension between maintaining confidentiality with the need to disclose information: <ul style="list-style-type: none"> • where abuse of a child is suspected • when it is suspected that a crime has been/may be committed 	
	1.4 Outline legislation, guidelines, policies and procedures in relation to e-safety: <ul style="list-style-type: none"> • internet • mobile phones • social networking and gaming • use of laptops and tablets • other electronic learning tools and media 	
2. Understand how to respond to evidence or concerns that a child has been abused, harmed or bullied	2.1 Explain the characteristics of different types of child abuse: <ul style="list-style-type: none"> • categories • bullying 	
	2.2 Outline the potential impact of abuse on children's health and development	
	2.3 Describe actions to take in response to disclosure/s or concerns	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method
3. Understand how to work in ways that safeguard children and practitioners	3.1 Describe how practitioners can take steps to protect themselves from allegations and complaints within their everyday practice in a work setting	
	3.2 Outline the policy, process and protocols relating to whistleblowing	
	3.3 Identify ways in which concerns about poor practice can be reported	
	3.4 Identify where to access sources of support where concerns have not been addressed	
	3.5 Describe the principles and boundaries of confidentiality in relation to safeguarding	

Unit 03 Safeguarding children – Theme 3 (D/617/6521) (cont'd)

Assessment guidance

Delivery and assessment

1.1 **Legislation** to include, for example:

- Safeguarding Board Act (Northern Ireland) 2011
- Criminal Law Act (Northern Ireland) 1967
- The Children (Northern Ireland) Order 1995
- Children and Young People's Strategy 2017–2027 (Department of Education, 2016)
- Co-operating to Safeguard Children and Young People in Northern Ireland (Department of Health, 2017)
- Revised Regional Core Child Protection Policies and Procedures for Northern Ireland (Safeguarding Board for Northern Ireland, 2017).

2.1 **Categories:**

- physical
- emotional
- neglect
- exploitation.

2.2 Guidance may include: Adverse Childhood Experiences (ACEs), domestic violence, mental health.

3.1 and 3.2: Refer to guidance provided by the regulators. Processes and protocols to include those whose practice is being questioning and the whistleblower(s).

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign-off of completed unit: Unit 03

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 03 Safeguarding children – Theme 3 (D/617/6521) (cont'd)

Assessment tasks

This non-mandatory task has been developed to include all of the knowledge learning outcomes for Unit 03.

It is arranged into a series of small tasks.

Task 1 – Legislation, policy and practice

Before you can attempt this task you will need a copy of a safeguarding children policy from an early years setting and access to statutory requirements and guidance for safeguarding children in early years settings.

Create a resource that can be used in an early years setting to support practitioners in their understanding and application of policy for safeguarding children in the early years.

The resource should include:

Introduction

Read through the statutory requirements and guidance and in the introduction to the resource:

- outline the current legislation, guidelines, policies and procedures for safeguarding the welfare of children (1.1).

Policies and procedures

Look at policies and procedures for safeguarding children in own setting. Following the resource introduction, include a section that explores policies and procedures.

Also outline legislation, guidelines, policies and procedures in relation to e-safety:

- internet
- mobile phones
- social networking and gaming
- use of laptops and tablets
- other electronic learning tools and media (1.4).

Task 2 – Safeguarding children in early years settings

In this section of the resource you will be exploring different types of child abuse.

Create a series of fact cards that explain the characteristics of different types or categories of child abuse, including bullying (2.1).

Using the policy and procedures from your own setting, create a flowchart that describes actions to take in response to disclosure/s or concerns (2.3).

Describe how the policy protects practitioners from allegations and complaints within their everyday practice in a work setting (3.1).

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

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

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

Unit 03 Safeguarding children – Theme 3 (D/617/6521) (cont'd)

Task 3 – Working together to safeguard children in early years settings

Work in a small group to list professionals that may be involved in partnership working when safeguarding children.

In your small group produce a presentation that outlines the potential impact of abuse on children's health and development (2.2) and describe the roles of different agencies involved in safeguarding the welfare of children in the context of an early years setting (1.2).

Contribute to a professional discussion with your Tutor, who will ensure that each group member has understood and is able to evidence the criteria.

Task 4 – Whistleblowing

In this final section, read through a policy involving procedures for whistleblowing and:

- outline the policy, process and protocols relating to whistleblowing (3.2)
- identify ways in which concerns about poor practice can be reported (3.3)
- list two (2) sources of support for the Early Years Practitioner in circumstances when concerns have not been addressed (3.4).

Unit 04 Keeping children safe, healthy and well – Theme 4 (K/617/6523)

Unit summary	This unit provides learners with the understanding, knowledge and skills required to support children's safety, health and wellbeing.
Credit value	7
Guided learning hours	60
Level	2
Mandatory/optional	Mandatory
NOS mapping	SCDCCLD0314 Promote the care of babies and children

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method
1. Know the health and safety legislation and policies and procedures of the work setting	1.1 Outline the health and safety legislation and policies and procedures	
	1.2 Identify the lines of responsibility and reporting for health and safety	
	1.3 Explain the principles of risk assessment	
2. Be able to recognise risks and hazards	2.1 Outline the differences between risk and hazard	
	2.2 Identify potential hazards to the health, safety and security of children	
	2.3 Undertake a health and safety risk assessment	
3. Know what to do in the event of a non-medical incident or emergency	3.1 Identify non-medical incidents and emergencies that may occur in the work setting	
	3.2 Outline the actions to take in response to the following situations: <ul style="list-style-type: none"> • fires • security incidents • emergency incidents • lock-ins 	
4. Know how to recognise and respond to children's minor illness, injury, infection, infestation and notifiable diseases	4.1 Identify the common physical and behavioural signs and symptoms of: <ul style="list-style-type: none"> • minor illness • injury • infection • infestation • notifiable diseases 	
	4.2 Outline the factors and practices that increase the likelihood of infection	
	4.3 Outline ways infection is transmitted	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method
	4.4 Identify the incubation and infectious periods of: <ul style="list-style-type: none"> • minor illness • notifiable diseases 4.5 Explain why it is important to report and record child: <ul style="list-style-type: none"> • minor illness • injury • infection • infestations • notifiable diseases 4.6 Summarise procedures for reporting: <ul style="list-style-type: none"> • minor illness • injury • infection • infestations • notifiable diseases 4.7 Outline potential impact on a child's health of not taking appropriate treatment 4.8 Outline how to work in a child-centred way when a child becomes ill or injured	
5. Know about national immunisation programmes for common childhood illnesses and notifiable diseases	5.1 Outline the aims of national immunisation programmes 5.2 Explain the importance of being supportive and non-judgemental of parental immunisation choice 5.3 Describe the possible reactions children may have to immunisation: <ul style="list-style-type: none"> • behavioural • physical 5.4 Outline the actions to take when there are concerns about children's reactions to immunisations	
6. Be able to follow infection control procedures	6.1 Outline procedures for infection control in own work setting 6.2 Describe personal protective clothing that is used to prevent the spread of infection 6.3 Use personal protective equipment as appropriate 6.4 Use handwashing techniques to avoid the spread of infection 6.5 Demonstrate safe disposal of waste to avoid the spread of infection	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method
7. Know the work setting's procedures for receiving, storing and administering medications	7.1 Summarise the procedures of the work setting governing the receipt, storage and administration of medications	
	7.2 Explain how the procedures of the work setting protect both children and practitioners	
	7.3 Outline the links between misadministration of medication and safeguarding	

Unit 04 Keeping children safe, healthy and well – Theme 4 (K/617/6523) (cont'd)

Assessment guidance

Delivery and assessment

Learning outcomes 2 and 6 must be assessed in real work environments by a qualified vocationally competent Assessor. Simulation is not permitted.

1.3 Refer to Health and Safety Executive's five steps to risk assessment.

3.1 **Incidents and emergencies** may include:

- incidents – non-serious falls/bumps/stings/bites/sprains/minor falls and injuries including biting
- emergencies such as missing children, evacuation.

Learning outcome 4: Injuries, illness or infestation may include recognising signs of:

- illness such as fever, rashes, diarrhoea, sickness
- injury such as fractures and unconsciousness
- infestation such as ring worm, threadworm, head lice.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign-off of completed unit: Unit 04

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 04 Keeping children safe, healthy and well – Theme 4 (K/617/6523) (cont’d)

Assessment tasks

This non-mandatory task has been developed to include all of the knowledge learning outcomes for Unit 04.

It is arranged into a series of small tasks.

Task 1 – Health and safety in early years settings

Create a user friendly health and safety checklist based on a health and safety policy from the early years setting. Reflect on how the policy:

- meets the health and safety legislation and policies and procedures, including an explanation of the principles of risk assessment (1.1 and 1.3).

Task 2 – Roles and responsibility

Create a flowchart to identify the lines of responsibility and reporting for health and safety (1.2).

Task 3 – Accidents and emergencies

Create a spider diagram to identify accidents and emergencies that may occur in an early years setting (3.1).

Create a series of factsheets to outline the actions to take in response to the following situations:

- fires
- security incidents
- emergency incidents
- lock-ins (3.2).

Outline how to work in a child-centred way when a child becomes ill or injured (4.8).

Task 4 – Recognise and respond to children’s minor illness, injury, infection, infestation and notifiable diseases

Complete the below chart to list common physical and behavioural signs and symptoms of:

- minor illness
- injury
- infection
- infestation
- notifiable diseases (4.1)

Category	Physical sign	Behavioural symptom
Minor illness		
Injury		
Infection		
Infestation		
Notifiable disease		

Unit 04 Keeping children safe, healthy and well – Theme 4 (K/617/6523) (cont'd)

Reflect on the chart to:

- outline the factors and practices that increase the likelihood of infection (4.2)
- identify the incubation and infectious periods of:
 - minor illness
 - notifiable diseases (4.4).

Summarise the recording and reporting procedures of the Early Years Practitioner by explaining why it is important to report and record:

- minor illness
- injury
- infection
- infestations
- notifiable diseases (4.5 and 4.6).

4.5 and 4.6 may be presented as an annotated flowchart.

Use an example to outline potential impact on a child's health of not taking appropriate treatment (4.7).

Task 5 – The transmission of infection

Create an illustrated poster to outline ways infection is transmitted (4.3).

Task 6 – Immunisation

Read through the aims and objectives of the immunisation programme for young children in preparation for a group discussion.

Contribute to a group discussion around immunisation for young children. Use notes from the discussion to:

- outline the aims of national immunisation programmes (5.1). 5.1 can also be achieved through a tabletop display, leaflet or poster
- describe the possible reactions children may have to immunisation and outline the actions to take where there are concerns about children's reactions to immunisations, to include:
 - behavioural
 - physical (5.3 and 5.4).

Write a reflective account to explain the importance of being supportive and non-judgemental of parental immunisation choice (5.2).

Task 7 – Medication

Interview a member of staff in own early years setting.

Prepare questions that will help you to collate evidence for the following criteria. The responses can be shared in a group discussion or peer presentation.

- Summarise the procedures of the work setting governing the receipt, storage and administration of medications (7.1).
- Explain how the procedures of the work setting protect both children and practitioners (7.2).
- Outline the links between misadministration of medication and safeguarding (7.3).

Unit 05 Support children’s personal care and nutrition – Theme 5 (F/617/6527)

Unit summary	The unit provides learners with the understanding, knowledge and skills required to provide support for children’s personal care and nutrition.
Credit value	5
Guided learning hours	40
Level	2
Mandatory/optional	Mandatory
NOS mapping	SCDCCLD0307 Promote the health and physical development of children SCDCCLD0208 Support the care of babies and children SCDCCLD0319 Promote healthy living for children and families

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method
1. Be able to support the personal care needs of children within a positive environment	1.1 Explain how to effectively care for children’s skin, hair and teeth	
	1.2 Support personal care routines that meet the individual needs of children and promote their independence	
	1.3 Explain how a positive environment enables a child-centred approach to personal care for children and families	
	1.4 Describe the importance for physical and mental wellbeing of balancing periods of physical activity with rest and quiet time	
2. Know the principles and benefits of healthy eating for children at defined stages of development	2.1 Outline national nutritional guidelines for a healthy diet for children at defined stages of development: <ul style="list-style-type: none"> • 0–6 months • 6 months–1 year • 1 year–4 years • 5 years and over 	
	2.2 Describe the benefits of healthy meals and snacks for children	
	2.3 Describe the possible consequences of an unhealthy diet: <ul style="list-style-type: none"> • short term • long term 	
	2.4 Describe how culture, religion and health conditions influence food choices	
	2.5 Identify where to get advice on dietary concerns	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method
3. Know how to encourage children to make healthier food and drink choices	3.1 Describe the food and drink policies and procedures of the setting	
	3.2 Explain why children should have access to fresh drinking water at all times	
	3.3 Apply skills and techniques for supporting and encouraging children’s positive interaction and learning during meal and snack times	
4. Be able to support hygiene during meal or snack times	4.1 Explain the importance of personal hygiene at meal and snack times	
	4.2 Demonstrate good hygiene practice: <ul style="list-style-type: none"> • in relation to own role • to support children’s self-help skills and learning and development 	
	4.3 Demonstrate ways of encouraging children’s personal hygiene at meal and/or snack times	

Unit 05 Support children's personal care and nutrition – Theme 5 (F/617/6527) (cont'd)

Assessment guidance

Delivery and assessment

Learning outcomes 1, 3 (3.3) and 4 must be assessed in real work environments by a qualified vocationally competent Assessor. Simulation is not permitted.

Learning outcome 3: Healthier food choices in relation to:

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

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign-off of completed unit: Unit 05

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 05 Support children's personal care and nutrition – Theme 5 (F/617/6527) (cont'd)

Assessment tasks

This non-mandatory task has been developed to include all of the knowledge learning outcomes for Unit 05.

It is arranged into a series of small tasks.

Task 1 – Healthy eating in early years settings

Produce a healthy eating booklet for staff in an early years setting. The booklet must:

- outline national nutritional guidelines for a healthy diet for children at defined stages of development:
 - 0–6 months
 - 6 months–1 year
 - 1 year–4 years
 - 5 years and over (2.1)
- use examples and illustrations to describe the benefits of healthy meals and snacks for children (2.2)
- describe how culture, religion and health conditions influence food choices (2.4). Examples may be used to meet this criterion
- include a list of useful advice on dietary concerns (2.5).

Task 2 – Effects of a poor diet

Prepare a presentation which describes possible consequences of not eating healthily in the:

- short term
- long term (2.3).

Task 3 – Healthy eating in own early years setting

Observe the eating and drinking arrangements for a week in own setting. Present your findings as a report, giving attention to the following:

- describe the food and drink policies and procedures of the setting (3.1)
- explain why children should have access to fresh drinking water at all times (3.2)
- describe how skills and techniques for supporting and encouraging children's positive interaction and learning are applied during meal and snack times (3.3).

Unit 06 Supporting children’s development – Theme 6 (J/617/6528)

Unit summary	This unit provides learners with the understanding, knowledge and skills required to support the holistic development and growth of children.
Credit value	8
Guided learning hours	60
Level	2
Mandatory/optional	Mandatory
NOS mapping	SCDCCLD0203 Support the development of children and young people SCDCCLD0325 Support children and young people through major transitions SCDCCLD0303 Promote the development of children and young people

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method
1. Know the main stages of child and young person development	1.1 Describe the main areas of children’s development from pre-conception to 12 years: <ul style="list-style-type: none"> • neurological and brain development • physical • language/communication • intellectual/cognitive • social, emotional, behavioural/moral 	
	1.2 Outline the expected stages of development from pre-conception to 12 years	
	1.3 Describe how different aspects of development can affect one another	
2. Understand the kinds of influences that affect children’s development	2.1 Describe with examples the kinds of influences and experiences that may affect children’s development including: <ul style="list-style-type: none"> • parent/carer • health • environment • education • nature/nurture • Adverse Childhood Experiences (ACEs) • exposure to risk 	
	2.2 Explain the importance of recognising and responding to concerns about children’s development	
	2.3 Explain what is meant by the term ‘risk benefit’ and explain why this is important to support children’s development	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method
3. Understand the potential effects of transitions and change on children’s development	3.1 Identify the transitions experienced by most children	
	3.2 Identify transitions that only some children experience	
	3.3 Identify change that children may experience	
	3.4 Describe how transitions and change may affect children’s short- and long-term behaviour and development	
	3.5 Explain how children’s transitions can be supported by: <ul style="list-style-type: none"> • individuals • groups 	
4. Be able to contribute to the observation and planning cycle	4.1 Identify a range of different observation methods and their use	
	4.2 Describe how different observation methods can be used to support children’s development	
	4.3 Observe and record the holistic growth of children using suitable observation methods: <ul style="list-style-type: none"> • physical • language/communication • intellectual/cognitive • social, emotional, behavioural/moral 	
	4.4 Evaluate your observations and record findings	
	4.5 Devise a plan based on your findings that aims to support a positive outcome	
	4.6 Implement the planned activities with children to support their individual development needs	
	4.7 Contribute to the evaluation of the activities to support the children’s identified development needs	
	4.8 Reflect on your role in the observation and planning cycle to support children’s development	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method
5. Understand how to support positive behaviour in early years settings	5.1 Outline expected behaviours linked to children’s age and stage of development	
	5.2 Explain factors and triggers that may influence children’s behaviour	
	5.3 Explain how the policies and procedures of the work setting contribute to the understanding and support of children’s behaviour	
	5.4 Describe the benefits of encouraging and rewarding behaviour to: <ul style="list-style-type: none"> • the child • other children in the work setting • parents/carers 	
	5.5 Outline what is meant by the following terms: <ul style="list-style-type: none"> • antecedents • behaviour • consequences 	
	5.6 Role model the standard of behaviour expected of children within the work setting	
	5.7 Support the child to develop strategies to self-regulate their behaviour	
	5.8 Identify the process for recording behaviour concerns	

Unit 06 Supporting children's development – Theme 6 (J/617/6528) (cont'd)

Assessment guidance

Delivery and assessment

Learning outcome 4 must be assessed in real work environments by a qualified vocationally competent Assessor. Simulation is not permitted.

2.1 **Influences:** to include both positive and negative.

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

3.3 **Change** can be:

- sudden change eg bereavement, removal of parent/carer, and change in family situation
- gradual change eg birth of sibling.

3.4 **Transitions and change:** different transitions may include:

- emotional, affected by personal experience eg bereavement, entering/leaving care
- physical eg moving to a new educational establishment, a new home/locality, from one activity to another
- physiological eg puberty, long-term medical conditions
- intellectual eg moving from pre-school to primary to post-primary
- smaller daily transitions
- between carers.

3.5 **Individuals and groups:**

- family/carers
- peers
- practitioner
- professional.

4.1 **Different observation methods** may include:

- running records
- diary
- anecdotal
- time sampling
- event recording
- checklist
- narrative
- group, solo and 1-2-1 interaction
- observation with or without adults
- electronic methods used in your work setting.

Unit 06 Supporting children's development – Theme 6 (J/617/6528) (cont'd)

4.5 Plan. Activities may:

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

4.8 Guidance:

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

5.2 Factors and triggers for example:

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

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign-off of completed unit: Unit 06

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 06 Supporting children's development – Theme 6 (J/617/6528) (cont'd)

Assessment tasks

This non-mandatory task has been developed to include all of the knowledge learning outcomes for Unit 06.

It is arranged into a series of small tasks.

Task 1 – Holistic Development

This task is presented as an illustrated academic poster. Begin the work by describing the expected stages of development from pre-conception to 12 years (1.1 and 1.2). This can be shown holistically on an academic poster which summarises key milestones in the following areas:

- neurological and brain development
- physical
- language/communication
- intellectual/cognitive
- social, emotional, behavioural/moral.

Reflect on the dependency each area of development has on another (1.3).

Task 2 – Factors affecting development

Prepare a peer presentation to describe influences and experiences that may affect children's development. The presentation must include influences on children of:

- parent/carer
- health
- environment
- education
- nature/nurture
- Adverse Childhood Experiences (ACEs)
- exposure to risk (2.1).

Produce a handout that explains the importance of recognising and responding to concerns about children's development (2.2).

Task 3 – Transition

Produce a guide for Early Years Practitioners to raise awareness of children's needs during transition.

The guide must:

- identify the transitions experienced by most children (planned or typical/expected transitions) (3.1 and 3.3)
- identify transitions that only some children experience (unplanned transitions) (3.2)
- describe how transitions and change may affect children's short- and long-term behaviour and development (3.4)
- explain the roles and responsibilities of the Early Years Practitioner when supporting children's transitions (3.5).

Unit 06 Supporting children's development – Theme 6 (J/617/6528) (cont'd)

Task 4 – Behaviour

Read through the policy at own setting in relation to behaviour and explain how the policies and procedures of the work setting contribute to the understanding and support of children's behaviour (5.3).

Produce a factsheet to outline expected behaviours linked to children's age and stage of development (5.1).

Use an example or case study to explain factors and triggers that may influence children's behaviour (5.2).

Reflect on positive reinforcement and behaviour to describe the benefits of encouraging and rewarding behaviour to:

- the child
- other children in the work setting
- parents/carers (5.4).

Outline what is meant by the following terms:

- antecedents
- behaviour
- consequences (5.5).

Shadow a member of staff at the early years setting and reflect on the importance of being a role model to maintain the standard of behaviour expected of children (5.6) and how the Early Years Practitioner records any concerns (5.8).

Write a reflective account of how the Early Years Practitioner supports the child to develop strategies to self-regulate their behaviour (5.7).

Task 5 – Risk benefit

Speak to staff at own setting and use their thoughts as well as any research you can access to explain what is meant by the term 'risk benefit' and explain why this is important to support children's development (2.3).

Unit 07 Support children’s play, learning and development – Theme 7 (L/617/6529)

Unit summary	This unit provides learners with the understanding, knowledge and skills required to support children’s wellbeing through play, learning and development.
Credit value	8
Guided learning hours	60
Level	2
Mandatory/optional	Mandatory
NOS mapping	SCDCCLD0206 Support children’s learning through play

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method
1. Understand the importance of play for children’s health, wellbeing, learning and development	1.1 Outline the legislative frameworks and curriculum guidance within Northern Ireland for early years services	
	1.2 Explain the play policy in the setting	
	1.3 Describe how different types of play support children’s development and wellbeing	
	1.4 Explain the difference between adult-directed play and child-led play	
2. Be able to support an enabling and accessible indoor and outdoor play environment for all children	2.1 Describe what is meant by an enabling play environment	
	2.2 Use child-centred approaches to engage children in playful opportunities and experiences	
	2.3 Support children to explore and investigate playful opportunities or experiences	
	2.4 Provide flexible and varied opportunities, experiences and resources to support children’s play choices	
	2.5 Respond to children’s play interests and play cues	
	2.6 Create areas of engagement and interest that illustrate children’s learning and development through play	
	2.7 Show interest and encouragement with children during play opportunities and experiences	
	2.8 Support the preparation of a range of play opportunities and experiences that enable children to engage at their own pace: <ul style="list-style-type: none"> • 1:1 • group basis • inside • outside 	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method
3. Be able to contribute to the support of play opportunities and experiences that promote health, wellbeing, learning and development	3.1 Plan play opportunities and experiences to support children’s development and wellbeing to include: <ul style="list-style-type: none"> • creativity and creative learning • mathematical skills • World Around Us • music, rhythm and rhyme • speech, language and communication • physical • personal and social 	
	3.2 Implement the play opportunities and experiences to support children’s health, wellbeing, learning and development	
	3.3 Reflect on children’s participation during the play opportunities and experiences to include: <ul style="list-style-type: none"> • creativity and creative learning • mathematical skills • World Around Us • music, rhythm and rhyme • speech, language and communication • physical • personal and social 	
	3.4 Seek and respond to children’s feedback after play opportunities and experiences	
	3.5 Reflect on your own practice and learning during and after the play opportunities and experiences	
4. Be able to support children’s play and learning through risk and challenge	4.1 Outline the value of risk and challenge in children’s play , learning and development	
	4.2 Describe what is meant by ‘unacceptable risk and challenge’ in children’s play , learning and development both indoors and outdoors	
	4.3 Describe why it is important for children to be able to manage risk and challenge for themselves	
	4.4 Encourage children to balance risk and challenge in line with health and safety requirements during their play: <ul style="list-style-type: none"> • indoors • outdoors 	

Unit 07 Support children's play, learning and development – Theme 7 (L/617/6529) (cont'd)

Assessment guidance

Delivery and assessment

Learning outcomes 2, 3 and 4 must be assessed in real work environments by a qualified vocationally competent Assessor. Simulation is not permitted.

1.1 Guidance:

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

1.3 and 2.8 **Play** may include:

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

2.6 Guidance: wall displays, table displays, natural objects etc.

3.1 and 3.3 Use ICT as appropriate for age and stage of development.

4.1 and 4.2 **Play** may include:

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

Unit 07 Support children's play, learning and development – Theme 7 (L/617/6529) (cont'd)

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign-off of completed unit: Unit 07

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 07 Support children's play, learning and development – Theme 7 (L/617/6529) (cont'd)

Assessment tasks

This non-mandatory task has been developed to include all of the knowledge learning outcomes for Unit 07.

It is arranged into a series of small tasks.

Task 1 – Play for learning and development

Produce a guide for parents/carers that will raise awareness of the significance of play in a young child's life.

Section 1

Carry out some research at own setting and explain any policy they have in place in relation to play (1.2). In order to raise an awareness of the importance of play, outline the legislative frameworks and curriculum guidance within Northern Ireland for early years services (1.1).

Task 2 – Types of play

Section 2

Use illustrations to identify different types of play and include information that:

- describes how different types of play supports children's development and wellbeing (1.3)
- uses examples to explain the difference between adult-directed play and child-led play (1.4).

Unit 08 Contribute to the support of children with disabilities and/or special needs – Theme 8 (F/617/6530)

Unit summary	This unit will give learners the understanding, knowledge and skills required to help them support children with disabilities and/or special needs.
Credit value	6
Guided learning hours	40
Level	2
Mandatory/optional	Mandatory
NOS mapping	SCDCCLD0209 Support a child with additional support needs SCDCCLD0321 Promote the care, learning and development of children with additional requirements in partnership with their families

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method
1. Know the difference between the medical and social models of disability	1.1 Describe the medical model of disability	
	1.2 Describe the social model of disability	
	1.3 Outline how each of the models has developed and evolved over time	
2. Understand how the adoption of models of disability impact on the wellbeing and quality of life of individuals	2.1 Describe how each model of disability affects the way early years services are provided	
	2.2 Explain how attitude and values influence models of disability and the impact on: <ul style="list-style-type: none"> • equality, diversity and inclusion • rights • autonomy • needs of individuals • access to services 	
	2.3 Outline how support services can improve the life chances of children with additional needs	
3. Know how additional needs can occur	3.1 Outline potential causes of additional needs	
	3.2 Explain the term 'comorbidity'	
	3.3 Outline potential comorbidity associated with additional needs	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number and method
4. Know the principles of working inclusively with children with additional needs	4.1 Outline the legislation, standards and guidance that apply to the provision of services to disabled children and/or additional needs	
	4.2 Explain the importance of working in partnership with parents and carers to support the inclusion of children with disabilities and/or additional needs	
	4.3 Outline how caring for a child with additional needs may impact on parents, families and carers	
	4.4 Describe the steps that should be taken by early years providers to ensure that service provision is inclusive and accessible	
5. Be able to contribute to the learning, play or leisure opportunities and experiences for children with additional needs	5.1 Explain why it is important for children with additional needs to have equal opportunities for holistic learning, growth and development, including taking risks	
	5.2 Identify the specialist aids and equipment that are available for children with additional needs	
	5.3 Demonstrate how the environment, resources, opportunities and experiences are adapted to enable children with additional needs to participate	
	5.4 Use child-centred approaches and active support to engage children with additional needs in meaningful play, learning and leisure opportunities and experiences during: <ul style="list-style-type: none"> • planning • implementation • review • evaluation 	
	5.5 Demonstrate how to show interest and encouragement during play, learning and leisure opportunities and experiences	
6. Be able to evaluate own contribution to supporting children with additional needs	6.1 Review how own working practice has contributed to children's level of engagement and enjoyment of play, learning and leisure opportunities and experiences	
	6.2 Adapt own practice to meet the needs of individual children	

**Unit 08 Contribute to the support of children with disabilities and/or special needs – Theme 8
(F/617/6530) (cont'd)**

Assessment guidance

Delivery and assessment

Learning outcomes 5 and 6 must be assessed in real work environments by a qualified vocationally competent Assessor. Simulation is not permitted.

3.1 **Additional needs** to include:

- acquired
- congenital
- genetic.

3.3 Guidance: taking all needs into account where a child with an additional need has more than one need and where these co-exist.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign-off of completed unit: Unit 08

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Unit 08 Contribute to the support of children with disabilities and/or special needs – Theme 8 (F/617/6530) (cont'd)

Assessment tasks

This non-mandatory task has been developed to include all of the knowledge learning outcomes for Unit 08.

It is arranged into a series of small tasks.

Task 1 – Medical and social models of disability

Produce a poster or handout to:

- describe the medical model of disability (1.1)
- describe the social model of disability (1.2)
- outline how each of the models has changed over time (1.3).

Think about each model of disability and reflect on service provision. Describe how each model of disability affects the way early years services are provided (2.1).

Explain how attitude and values influence models of disability and the impact on:

- equality, diversity and inclusion
- rights
- autonomy
- needs of individuals
- access to services (2.2).

Use two (2) examples to outline how support services can improve the life chances of children with additional needs (2.3).

Task 2 – Special educational needs and disability (SEND)

Outline two (2) potential causes of additional needs (3.1).

Explain the term comorbidity (3.2).

Outline potential comorbidity associated with additional needs (3.3). Examples may be used to meet this criterion.

Task 3 – Inclusive practice

Speak with the Special Educational Needs Coordinator (SENCo) in own setting and outline the legislation, standards and guidance that apply to the provision of services to disabled children and/or additional needs (4.1).

Produce an advisory statement to explain the importance of working in partnership with parents and carers to support the inclusion of children with disabilities and/or additional needs that could be used as part of a policy document (4.2).

Work as a group to plan a peer presentation to consider the effects of caring for children with SEND on parents/carers. Following the presentation each member of the group must reflect on the work to outline how caring for a child with additional needs may impact on parents, families and carers (4.3).

Produce a flowchart to describe the steps that should be taken by early year's providers to ensure that service provision is inclusive and accessible (4.4).

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit. [Grades are not awarded.]

Please refer to the notes relating to expert witness testimony and simulation which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes

J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes
<p>* Expert witness testimony should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:</p> <ul style="list-style-type: none"> • when assessment may cause distress to an individual, such as supporting a child with a specific need • a rarely occurring situation, such as dealing with an accident or illness • confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner’s performance. <p>** Simulation. A learner’s portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p>			

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific assessment strategies or principles of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within the centre conform to the SSC or our assessment requirements for the unit they are assessing or quality assuring.

Skills for Care and Development assessment principles

Knowledge learning outcomes

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/Skills learning outcomes

- Assessors will need to be both occupationally competent and qualified to make assessment decisions.
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Section 3

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points...)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Section 4

Additional information

Additional information

Resource requirements

To assist in the delivery of this qualification, centres/learners should have access to:

- legislative and regulatory documentation
- work setting documentation ie policies and procedures, code of conduct etc.
- personal protective equipment
- handwashing and waste disposal facilities.

It would be expected that all resources needed to achieve this qualification would be accessible in their work setting.

Support for centres

Key Facts

This document outlines the key information of this qualification for the centre, learner and employer.

Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- CCEA: ccea.org.uk
 - Northern Ireland Social Care Council: niscc.info
 - Childcare Partnerships: childcarepartnerships.hscni.net/for-childcare-providers/childcare-legislation-strategies-policies-procedures
 - Department of Health Northern Ireland: www.health-ni.gov.uk
 - Public Health Agency: www.publichealth.hscni.net
 - NI Direct, immunisations: www.nidirect.gov.uk/articles/childhood-immunisation-programme
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Learning resources

We offer a range of learning resources and materials to support the delivery of our qualifications. Please check the Qualifications page on the NCFE website for more information and to see what is available for this qualification.

Contact us

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Quorum Park
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Email: customersupport@ncfe.org.uk

Websites: www.ncfe.org.uk

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