QUALIFICATION SPECIFICATION

g gateway
qualifications

Childcare (Graded) (Level 2)

This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
603/2398/X	Gateway Qualifications Level 2 Certificate in Childcare
603/2037/0	Gateway Qualifications Level 2 Diploma in Childcare

Please note that these qualifications are due to be withdrawn and will have an Operational End Date of 31/7/2021 and a Certification End Date of 31/7/2022.

Version and date	Change detail	Section/Page Reference
2.1 November 2019	Addition of grading change statement	18
2.2 (April 2021)	Qualification approval from Qualifications Wales removed.	Pg8 and 10

About this qualification specification

This qualification specification is intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer the qualifications you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211
Email: enquiries@gatewayqualifications.org.uk
Website: www.gatewayqualifications.org.uk/recognition

Contents

1. Qualification Information

1.1. About the qualifications

The qualifications are regulated by Ofqual (the Office of Qualifications and Examinations Regulation) that regulates qualifications, examinations and assessments in England.

The qualifications have been developed following consultation with further education colleges and adult and community learning providers who requested new level 2 qualifications that were graded. They are intended primarily for post 16 learners who are interested in Childcare but have not studied Childcare at key stage 4 or who have not achieved level 2 in this subject.

The qualifications may be used within a 16-19 study programme and are intended to give learners the knowledge, understanding and skills that will enable them to progress to further study in a childcare related area at a higher level.

The qualifications are part of a suite of graded qualifications that Gateway Qualifications has developed to complement the Suite of Skills qualifications in Childcare. The level 2 units in the qualifications have the same content and pass criteria as some of the units in the Suite of Skills qualifications in Childcare but also include merit and distinction criteria.

The qualifications include an optional unit in Improving own Employability Skills. This could be used with learners who are on a programme that encompasses a work placement.

Learners also have the option of completing a substantial project in an area of Childcare. This will support the development of independent learning and research skills that are essential for further study.

1.2. Objective

The objective of the Gateway Qualifications Level 2 Childcare qualifications is to give learners the knowledge, understanding and skills that will enable them to progress to qualifications at a higher level, to an apprenticeship or to employment in a Childcare related area.

1.3. Key facts

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 2 Certificate in Childcare	230	184	23
Gateway Qualifications Level 2 Diploma in Childcare	450	360	45

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

1.4. Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

The qualifications are graded at unit and qualification level.

The assignments submitted by learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit as outlined below. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades. Where work for the pass standard is marginal, assessors can take account of any extension work completed by the learners.

1.5. Geographical coverage

The qualifications have been approved by Ofqual to be offered in England.

If a centre based outside of England (including Scotland) would like to offer the qualifications, they should make an enquiry to Gateway Qualifications.

1.6. Progression opportunities

The qualifications support learners to progress to qualifications in Childcare and related areas at a higher level, to apprenticeships and to employment in the sector.

1.7. Funding

For information regarding potential sources of funding please visit the following the Education and Skills Funding Agency:

https://www.gov.uk/government/organisations/education-and-skills-funding-agency

1.8. Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2.   Learner Entry Requirements

2.1. Age

The qualifications have been approved for learners aged 16-18 and 19+.

2.2. Prior qualifications

There is no requirement for learners to have achieved prior qualifications or units in this particular sector prior to undertaking the qualifications.

2.3. Prior skills/knowledge/understanding

There is no requirement for learners to have prior skills, knowledge or understanding. However, to access the qualifications learners should ideally have achieved maths and English at level 1 and be working towards level 2.

2.4. Restrictions

There are no restrictions to entry.

2.5. Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- assessment material on coloured paper or in audio format
- British Sign Language (BSL)
- changing or adapting the assessment method

- changing usual assessment arrangements
- extra time, e.g. assignment extensions
- language modified assessment material
- practical assistant
- prompter
- providing assistance during assessment
- reader
- scribe
- transcript
- use of assistive software
- using assistive technology
- use of CCTV, coloured overlays, low vision aids
- use of a different assessment location
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the Reasonable Adjustments and Special Consideration Policy.

2.6. Additional requirements/guidance

There are no additional rules or guidance regarding learner entry requirements

2.7. Recruiting Learners with Integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

3. Achieving the Qualifications

3.1. Qualification structure

> The knowledge, skills and understanding that will be assessed as part of the qualifications are set out within the unit specifications. These include the learning outcomes and associated assessment criteria.
>
> For information on Recognition of Prior Learning please see section **3.2 Recognition of Prior Learning (RPL)**

Gateway Qualifications Level 2 Certificate in Childcare

Learners must achieve a total of 23 credits including the completion of 2 mandatory units from Group M and the remaining credits from optional units in Group O.

Mandatory Group

Learners must achieve the two mandatory units totalling 5 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
A/615/9242	Context, Principles and Values for Children's and Young People's Care	2	24	3
F/615/9243	Child Protection and Safeguarding Children	2	18	2

Optional Group

Learners must achieve 18 credits from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
J/615/9244	Childcare Project	2	48	6
L/615/9245	Supporting the Development of Babies and Young Children	2	25	3
R/615/9246	Supporting Positive Behaviour in Children's and Young People's Settings	2	25	3
Y/615/9247	Working in Children's and Young People's Settings	2	24	3
K/615/9222	Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	2	18	2
R/615/9196	Food Safety in Health and Social Care and Children's and Young People's Settings	2	24	3
T/615/9188	Infection Prevention and Control in Health and Social Care or Children's and Young People's Settings	2	24	3
T/615/8252	Basic First Aid Principles	2	1	8

Unit Number	Unit Title	Level	Guided Learning	Credit Value
R/615/9165	Health and Safety in the Workplace	2	16	2
D/615/9248	Food and Nutrition for Children and Young People	2	25	3
H/615/9249	Value of Play and Recreational Activity to Children and Young People	2	24	3
K/615/9205	Team Work in Health, Social Care or Children's and Young People's Settings	2	25	3
Y/615/9250	Physical Development of Children and Young People	2	18	2
D/615/9251	Social and Emotional Development of Children and Young People	2	18	2
H/615/9252	Activities for Children and Young People	2	36	4
K/615/9253	Communicating with Parents and Carers in Children's or Young People's Settings	2	16	2
M/615/9254	Communicating with Children or Young People	2	16	2
T/615/9255	Child-Minding	2	32	4
A/615/9256	Caring for Young Children in a Babysitting Environment	2	14	2
F/615/7766	Numeracy Skills for the Workplace	2	24	3
R/615/7724	ICT for the Workplace	2	24	3
F/615/9257	Intellectual and Language Development of Children and Young People	2	18	2
J/615/7767	Improving own Employability skills	2	24	3

Gateway Qualifications Level 2 Diploma in Childcare

Learners must achieve a total of 45 credits including 5 credits from the Mandatory Group and 33 credits from the Optional Group.

Mandatory Group

Learners must achieve the two mandatory units totalling 5 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
A/615/9242	Context, Principles and Values for Children's and Young People's Care	2	24	3
F/615/9243	Child Protection and Safeguarding Children	2	18	2

Optional Group

Learners must achieve 40 credits from this group.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
J/615/9244	Childcare Project	2	48	6
L/615/9245	Supporting the Development of Babies and Young Children	2	25	3
R/615/9246	Supporting Positive Behaviour in Children's and Young People's Settings	2	25	3
Y/615/9247	Working in Children's and Young People's Settings	2	24	3
K/615/9222	Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	2	18	2
R/615/9196	Food Safety in Health and Social Care and Children's and Young People's Settings	2	24	3
T/615/9188	Infection Prevention and Control in Health and Social Care or Children's and Young People's Settings	2	24	3
T/615/8252	Basic First Aid Principles	2	1	8
R/615/9165	Health and Safety in the Workplace	2	16	2
D/615/9248	Food and Nutrition for Children and Young People	2	25	3
H/615/9249	Value of Play and Recreational Activity to Children and Young People	2	24	3
K/615/9205	Team Work in Health, Social Care or Children's and Young People's Settings	2	25	3
Y/615/9250	Physical Development of Children and Young People	2	18	2
D/615/9251	Social and Emotional Development of Children and Young People	2	18	2
H/615/9252	Activities for Children and Young People	2	36	4

Unit Number	Unit Title	Level	Guided Learning	Credit Value
K/615/9253	Communicating with Parents and Carers in Children's or Young People's Settings	2	16	2
M/615/9254	Communicating with Children or Young People	2	16	2
T/615/9255	Child-Minding	2	32	4
A/615/9256	Caring for Young Children in a Babysitting Environment	2	14	2
F/615/7766	Numeracy Skills for the Workplace	2	24	3
R/615/7724	ICT for the Workplace	2	24	3
F/615/9257	Intellectual and Language Development of Children and Young People	2	18	2
J/615/7767	Improving own Employability skills	2	24	3

1.9. Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

This qualification is graded at unit and qualification level.

The assignments submitted by learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit as outlined below. To achieve a merit or distinction grade, the learners must demonstrate that they have achieved all the criteria set for these grades. Where work for the pass standard is marginal, assessors can take account of any extension work completed by the learners.

To achieve a Pass	• learners must evidence all Pass criteria from the assessment and grading grid
To achieve a Merit	• learners must evidence all Pass and Merit criteria from the assessment and grading grid • should a learner achieve some of the Merit criteria but not all, this would provide the opportunity for additional guidance to enable the learner to progress all work to the required standard to achieve all the Merit criteria • partial achievement of the Merit criteria **cannot** attract the Merit grade.
To achieve a Distinction	• learners must evidence all Pass, Merit and Distinction criteria from the assessment and grading grid • Distinction criteria are qualitative extensions of the Merit criteria • should a learner achieve some of the Distinction criteria but not all, this would provide the opportunity for additional

guidance to enable the learner to progress all work to the required standard to achieve all the Distinction criteria
- partial achievement of the Distinction criteria cannot attract the Distinction grade.

The qualification grade will be automatically calculated for learners when the learner unit grades are submitted by a centre. The overall grade is calculated based on the rules of combination for the qualification, in the following way:

1. The unit grade is converted to a number of points per credit (see table below).
2. The units required to meet the rules of combination are selected and the points allocated per credit are applied.
3. If the amount of credit needed for the qualification is less than the amount of credit achieved by the learner, i.e. the learner has overachieved, the total number of points will be adjusted. This will be calculated as a proportion of the total number of credits achieved by the required number of credits to complete the overall grade:

   No. of credits required x Total No. of Points = Adjusted Points Total
   No. of credits achieved

4. Any surplus credits will be listed on the credit transcript.
5. Number of points are totalled and the overall grade applied according to the 'qualification grade' table.

The table below shows the **number of points scored per credit** at the unit level and grade:

	Points per credit		
	Pass	Merit	Distinction
Level 2	5	6	7

Learners who achieve the correct number of points within the ranges show in the 'qualification grade' table below will achieve the qualification merit or distinction grade:

Level 2 Certificate in Childcare

	Pass	Merit	Distinction
Points range	115-126	127-138	139-161

Level 2 Diploma in Childcare

	Pass	Merit	Distinction
Points range	225-247	248-292	293-315

Gateway Qualifications monitors the maintenance of qualification standards through its quality assurance activity. In order to maintain standards there may be occasions where it is necessary to change the overall grade threshold. In the event of a change notification will be communicated to centres.

Level 2 Certificate in Childcare - Example 1

Achievement of merit qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Context, Principles and Values for Children's and Young People's Care	3	Distinction	7	21
Child Protection and Safeguarding Children	2	Merit	6	12
Childcare Project	6	Pass	5	30
Supporting the Development of Babies and Young Children	3	Pass	5	15
Working in Children's and Young People's Settings	3	Pass	5	15
Team Work in Health, Social Care or Children's and Young People's Settings	3	Merit	6	18
ICT for the Workplace	3	Merit	6	18
Totals	**23**			**129**

Level 2 Diploma in Childcare - Example 1

Achievement of pass qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Context, Principles and Values for Children's and Young People's Care	3	Pass	5	15
Child Protection and Safeguarding Children	2	Pass	5	10
Childcare Project	6	Pass	5	30
Supporting the Development of Babies and Young Children	3	Pass	5	15
Supporting Positive Behaviour in Children's and Young People's Settings	3	Pass	5	15
Working in Children's and Young People's Settings	3	Pass	5	15
Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	2	Pass	5	10
Activities for Children and Young People	4	Pass	5	20
Child-Minding	4	Pass	5	20
Food and Nutrition for Children and Young People	3	Merit	6	18
Value of Play and Recreational Activity to Children and Young People	3	Merit	6	18
Communicating with Children or Young People	2	Merit	6	12
Physical Development of Children and Young People	2	Merit	6	12
Social and Emotional Development of Children and Young People	2	Pass	5	10
Improving own Employability skills	3	Pass	5	15
Totals	**45**			**235**

Level 2 Diploma in Childcare - Example 2

Achievement of merit qualification grade:

Units	Credit	Grade	Grade Points	Total Unit Points (credit x grade)
Context, Principles and Values for Children's and Young People's Care	3	Merit	6	18
Child Protection and Safeguarding Children	2	Distinction	7	14
Childcare Project	6	Merit	6	36
Working in Children's and Young People's Settings	3	Merit	6	18
Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	2	Distinction	7	14
Food Safety in Health and Social Care and Children's and Young People's Settings	3	Distinction	7	21
Food and Nutrition for Children and Young People	3	Merit	6	18
Team Work in Health, Social Care or Children's and Young People's Settings	3	Distinction	7	21
Physical Development of Children and Young People	2	Merit	6	12
Activities for Children and Young People	4	Pass	5	20
Communicating with Children or Young People	2	Pass	5	10
Child-Minding	4	Merit	6	24
ICT for the Workplace	3	Merit	6	18
Intellectual and Language Development of Children and Young People	2	Distinction	7	14
Improving own Employability skills	3	Merit	6	18
Totals	**45**			**276**

3.2. Recognition of Prior Learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

*The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

Qualification Number	Qualification Title	RPL Permitted
603/2398/X	Gateway Qualifications Level 2 Certificate in Childcare*	Yes
603/2037/0	Gateway Qualifications Level 2 Diploma in Childcare*	Yes

3.3. Links to other qualifications

The qualifications are part of a suite of graded qualifications that Gateway Qualifications has developed to complement the Suite of Skills qualifications in Childcare. The level 2 units in the qualifications have the same content and pass criteria as units in the Suite of Skills qualifications in Childcare but also include merit and distinction criteria.

The qualifications also provide the opportunity to develop employability skills as well as English, maths and ICT skills.

4. Assessment and Quality Assurance

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

4.1. Method of assessment

The method of assessment for the qualifications is through a portfolio of evidence.

4.2. Assessment materials

There are no specific assessment materials provided for the qualifications. However, centres should refer to the guidance on assessment.

4.3. Qualification-specific centre requirements

Centres must ensure that they have the appropriate resources in place when delivering skills based in the vocational area.

4.4. Qualifications-specific tutor/assessor requirements

There are no additional internal/external quality assurance requirements for the qualifications.

Tutor/assessors must be fully qualified and experienced in the subject area in which they are delivering, details of which must be provided to Gateway Qualifications as part of the Qualification Approval application.

4.5. Qualification-specific quality assurance requirements

There are no additional internal/external quality assurance requirements for the qualifications.

4.6. Additional Requirements/Guidance

There are no additional requirements that learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

5.   What to do next

For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as Gateway Qualifications centre please contact:

Gateway Qualifications
Gateway House
3 Tollgate Business Park
Colchester
CO3 8AB

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

6.   Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

7. Appendices

7.1. Appendix 1 – Unit Details

Context, Principles and Values for Children's and Young People's Care

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	A/615/9242

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the context in which children's and young people's care is provided.	1.1 Outline the range of settings which provide services to children and young people. 1.2 Explain the services provided by the different types of setting.	M(i) Explain who regulates and inspects children's and young people's services.	
2 Know the legal framework for care of children and young people.	2.1 Outline legislation and regulations that apply to settings for children or young people. 2.2 Explain how legislation and regulations affect working practices in a specific setting for children or young people.		D(i) Explain the consequences of failing to meet minimum care standards for: • individuals • organisations.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Understand the care value base and its application to children's or young people's settings.	3.1 Describe the principles and importance of the care value base to children's and young people's care. 3.2 Explain how each principle of the care value base is applied in practice in a specific setting for children or young people.	M(ii) Explain the consequences for children and young people if the care value base is not applied.	D(ii) Explain how and why the principles of the care value base may be applied differently for children or young people at different ages.

Indicative Content: Context, Principles and Values for Children's and Young People's Care

Learning Outcome 1:

Examples of range of settings may include:

1. statutory e.g. schools, local authority nurseries, children's centres, health centres
2. private e.g. nurseries, childminding, playgroups
3. voluntary e.g. parent and toddler groups, youth organisation.

Services may include provision of care and education, health provision, parent support.

Learning Outcome 2:

Legislation and regulations may include:

• Children Act
• Equality Act
• Health and Safety at Work
• Ofsted requirements.

Examples of how legislation and regulations may affect working practices may include:

• setting standards
• registration and funding implications
• inspection requirements.

Learning Outcome 3:

Learners need to be able to describe the principles of the care value base. Learners then need to take each principle and explain how it is applied in a specific setting.

Child Protection and Safeguarding Children

Level: Level 2

Credit Value: 2

GLH: 18

Unit Number: F/615/9243

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about child protection and safeguarding.	1.1 Identify key legal requirements on organisations for safeguarding children in their care. 1.2 Describe the roles of different bodies involved in safeguarding and protection of children. 1.3 Describe actions that children's or young people's settings can take to safeguard children in their care.		D(i) Explain how the safeguarding policies of a particular setting are designed to ensure the safety of the children in their care.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Know about child abuse.	2.1 State how the actions of adults (or the failure to act) can cause harm or put children at risk of harm. 2.2 Describe the different types of abuse from which children may need to be protected. 2.3 Outline signs or indicators of child abuse.	M(i) Describe the physical and behavioural signs or indicators that a child may be experiencing abuse.	D(ii) Explain how signs of abuse and neglect can be misinterpreted.
3 Know what to do if they think a child is being harmed or is at risk of harm.	3.1 Outline how to report disclosure or suspicion of abuse. 3.2 Describe appropriate responses to a child disclosing abuse.	M(ii) Explain where and from whom to get guidance when reporting a disclosure or suspicion of abuse in a specific childcare setting.	D(iii) Explain how to respond to a child's request not to share information they have disclosed about abuse.

Indicative Content: Child Protection and Safeguarding Children

Learning Outcome 1:

Legal requirements may include:

- keep children safe in the child care environment
- report suspected incidences of abuse

Roles of different bodies may include:

- The National Society for the Protection of Children - individuals can report suspected abuse in the home setting to the NSPCC
- Police - bring criminal proceedings against those suspected of abuse
- Social services
- Childline - support service for children to talk confidentially.

Actions to safeguard children in childcare settings may include:

- past history of staff is checked before employment
- security procedures in the setting - restricted access to the setting, staff have identification
- staff do not work on their own when providing personal care to the child
- safeguarding procedures.

Learning Outcome 2:

Failure to act may result in:

- the abuse continuing
- the child becoming more seriously injured
- changes in the child's behaviour e.g. withdrawn, aggressive
- others becoming victims.

Learners need to consider different types of abuse and their associated signs and symptoms. This may include on-line abuse.

Learning Outcome 3:

Learners should know what to do if they suspect abuse or need to report disclosure. They may be based around different situations e.g. a childminder working in their own home, the nanny suspects abuse, working in a childcare setting.

The learner must also consider how they will respond to a child who tells them that they are being abused.

Childcare Project

Level: Level 2

Credit Value: 6

GLH: 48

Unit Number: J/615/9244

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to identify and select a childcare project.	1.1 Agree a suitable topic and scope for a childcare project. 1.2 Explain why they have chosen the particular topic or focus for the project. 1.3 Identify intended project outcomes and actions they need to take to achieve these. 1.4 Outline skills needed to complete project. 1.5 Plan how to meet agreed deadlines.	M(i) Explain what they hope to achieve through the project. M(ii) Give reasons why each action is required. M(iii) Describe how these skills will be deployed. M(iv) Produce a plan for the project which includes timelines, order of activities, resources and facilities needed.	D(i) Explain how this will contribute to their understanding of a particular area of childcare. D(ii) Produce a well-organised and clear plan for the project which includes timelines, order of activities, resources and facilities needed and contingencies.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	**The learner can:**	**In addition to the pass criteria, the learner can:**	**In addition to the pass and merit criteria, the learner can:**
2 Be able to carry out research for a childcare project.	2.1 Identify different sources of information relevant to the project. 2.2 Select data that is relevant and reliable. 2.3 Reference evidence and information appropriately.	M(v) Recognise the relative reliability and bias in different sources. M(vi) Select and combine data from different sources.	D(iii) Analyse data systematically to determine its relevance and reliability.
3 Be able to undertake activity to complete a childcare project.	3.1 Carry out the necessary actions to complete the childcare project. 3.2 Apply appropriate skills and knowledge to complete the project.	M(vii) Make on-going adjustments where needed. M(viii) Apply a range of relevant skills and knowledge to complete the project.	D(iv) Follow contingency plan where necessary. D(v) Apply and extend own subject skills and knowledge to complete the project.
4 Be able to present a childcare project.	4.1 Select appropriate information to include in a presentation, including methodology and findings or conclusions. 4.2 Present information in own words, avoiding plagiarism. 4.3 Use appropriate format and language, including subject-specific terms, to present project outcomes to a specific audience.	M(ix) Sequence information to ensure a logical flow.	D(vi) Summarise key points.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
5 Be able to evaluate childcare project outcomes and own performance.	5.1 Review own performance in planning, carrying out and presenting outcomes from a childcare project, identifying what went well and what could be improved.	M(x) Determine success criteria and use these to make suggestions for improving performance.	D(vii) Evaluate how well each success criterion was met. D(viii) Summarise knowledge and skills relating to childcare gained through completing the project.

Indicative Content: Childcare Project

Learning Outcome 1:

Evidence may include witness statements, a personal log, notes of meetings, a video diary. It should not include any confidential material.

Example projects could include:
- promoting an event
- fund raising
- planning an activity or outing
- planning an activity area

Intended outcomes may include:
- raising funds for a charity
- raising awareness of a specific issue
- increasing children and/or young people's social interaction
- increasing children's physical activity

Skills needed may include:
- communication and interpersonal skills
- organisational skills
- the ability to motivate others
- planning and scheduling
- dealing with conflict/difficult situations

Planning to meet deadlines could be evidenced by a chart.

Learning Outcome 2:

Sources of information may include:
- colleagues
- websites
- similar services and organisations
- books, journals
- relevant government/inspectorate reports.

Information and data needed and relevant sources will vary according to the project selected but may include
- availability of staff/service users
- demand for the selected activity or event
- capacity of the service users
- overall cost implications

Reference using
- author, title and date for books, journals etc
- URLs for websites
- name and position of individual staff consulted. NB always respect the confidentiality of children, parents and staff.

Indicative Content: Childcare Project

Learning Outcome 3:

Evidence may include witness statements, a personal log, notes of meetings, a video diary
NB Should not include confidential material

Actions, skills and knowledge may include:

- carrying out own roles, taking on and completing tasks
- providing information
- communicating with others
- working as a team, supporting others
- responding to problems
- providing feedback to others

Learning Outcome 4:

Evidence may include for example presentation material, witness statements, a personal log, a video. NB Should not include confidential material

Presenting a health and social care project
- format and structure
- style – formal/informal
- best use of technology
- audience
- graphics
- supporting handouts/documents needed, where appropriate
- questions following presentation

Learning Outcome 5:

Evidence may include for example witness statements, peer assessments, a personal log, notes of meetings, a video diary. NB Should not include confidential material such as photographs of children.
Evaluation of performance
- attendance
- reliability
- team skills
- communication skills
- taking responsibility
- meeting objectives

Supporting the Development of Babies and Young Children

Level:	Level 2
Credit Value:	3
GLH:	25
Unit Number:	L/615/9245
Assessment Guidance:	Assessment criteria 3.2 and 4.1 should be assessed through actual interaction with babies and young children. Simulation is not permitted.The unit is assessed by portfolio of evidence.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know how babies and young children develop.	1.1 Outline the pattern of development from birth to 5 years. 1.2 Explain the different areas of development and the ways in which they are inter-connected. 1.3 Give reasons why the rate and sequence of development may vary.	M(i) Explain the significance of loving, secure relationships to babies' and young children's development.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Know how the environment affects the development of babies and young children.	2.1 Describe the positive and negative effects of different types of environment on the development of babies and young children. 2.2 Explain how a childcare setting can create an environment which positively supports the development of babies and young children.		
3 Be able to communicate with babies and young children in a way that supports their development.	3.1 Explain the importance of communicating with children and young people to support their development. 3.2 Use different methods of communication with babies and young children to support their development.	M(ii) Explain why they have chosen particular communication methods in specific interactions with babies or young children and how these support development.	D(i) Assess their effectiveness in using communication and play to support babies' or young children's development, using appropriate evidence to support their self-assessment.
4 Be able to support the development of babies and young children through play.	4.1 Support babies' and young children's physical, social and emotional, language and intellectual development through appropriate play activities.	M(iii) Explain how two play activities, appropriate for a specific baby or young child, which they have selected and implemented promote different areas of child development.	D(ii) Make recommendations for improving two play activities they have implemented to better support the baby or child's development.

Indicative Content: Supporting the Development of Babies and Young Children

Learning Outcome 1:

Learners should have an overview of how children develop including:

- physical development
- social and emotional development
- cognitive and language development.

Learners need to explain how each of the areas of development interlink e.g.:

- when children are playing together they will have fun and get a sense of satisfaction
- as children are taking part in physical activities they will be learning about special awareness and gaining mathematical language such as high, low, more, less, under, over.

The rate and sequence of development may vary due to:

- medical conditions
- access to learning opportunities
- adult involvement.

Learning Outcome 2:

Effects of different types of environment may include:

- positive effects - stimulating, access to fresh food, provision of appropriate play materials
- negative effects - pollution resulting in ill health, higher level of security risks.

Ways a child care setting can support child development may include:

- trained and experienced staff who can observe, plan and provide for the needs of individual children
- provision of experiences and activities that are appropriate for the age and stage of development of the child
- provision of a safe, secure and stimulating environment.

Learning Outcome 3:

The importance of communication may include:

- questioning children to find out what a child knows in order to provide appropriate experiences for them

Indicative Content: Supporting the Development of Babies and Young Children

- listening to them and giving them time to share their emotions and feelings
- challenging thinking
- enhancing spoken language e.g. new vocabulary, sentence structure, meaning of words.

Different methods of communication may include:

- braille
- Makaton
- sign language
- use of aids including ICT
- visual aids e.g. flow charts, illustration, drawings.

Learning Outcome 4:

Learners will need to provide sufficient and current evidence of supporting children through play to achieve this learning outcome.

Supporting Positive Behaviour in Children's and Young People's Settings

Level:	Level 2
Credit Value:	3
GLH:	25
Unit Number:	R/615/9246
Assessment Guidance:	Assessment criteria 3.1 and 3.2 should be assessed through actual interaction with children or young people. Simulation is not permitted. Candidates may choose to focus on children or young people in a specific age range when meeting the assessment criteria for this unit. The unit is assessed by a portfolio of evidence.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the importance of supporting positive behaviour in children's and young people's settings.	1.1 Explain the benefits of supporting positive behaviour to the individual child or young person, their peers, and staff in the setting.		
2 Understand how positive behaviour can be supported in children's and young people's settings.	2.1 Explain how organisational policies and procedures can support positive behaviour of children and young people. 2.2 Outline the skills, techniques and behaviours practitioners can use to support children's and young people's positive behaviour.		D(i) Assess the effectiveness of the approach taken in a specific setting to supporting positive behaviour.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to support children's or young people's positive behaviour.	3.1 Apply appropriate strategies to support children's or young people's positive behaviour. 3.2 Role model positive behaviours for children or young people to emulate.	M(i) Review own interactions with children and young people to determine the extent to which they modelled positive behaviours.	
4 Know how to respond to children's or young people's challenging behaviour in children's and young people's settings.	4.1 Outline effective strategies for dealing with challenging behaviours.	M(ii) Explain the sorts of behaviour or discipline problems that should be referred to others and to whom these should be referred.	D(ii) Explain why it is important to understand the causes of challenging behaviour in children and young people when identifying appropriate strategies to deal with it.

Indicative Content: Supporting Positive Behaviour in Children's and Young People's Settings

Learning Outcome 1:

Benefits of supporting positive behaviour may include:

- individual child or young person - know appropriate behaviours for different situations, what is perceived as being socially acceptable
- peers - accepted by others, become part of the group
- staff in the setting - able to maximise learning opportunities with the child.

Learning Outcome 2:

Ways policies and procedures support positive behaviour may include:

- everyone is working to the same goal
- everyone is applying the same rules and know the boundaries
- provides a sense of security as everyone knows what is acceptable and what is not.

Ways to support positive behaviour may include:

- skills - listening, negotiating, persuasion, empathy e.g. child is tired, not well
- techniques - consistency in applying the rules, help children to resolve their own issues
- behaviour - being a positive role model, talking quietly with the child.

Learning Outcome 3:

Learners must demonstrate competence in supporting children's behaviour for this learning outcome.

Learning Outcome 4:

Ways to manage challenging behaviour may include:

- finding out what caused the behaviour
- negotiating a solution with the child, if appropriate
- seeking advice and support from colleagues
- withdraw the child from the situation if appropriate
- set realistic goals for the child to work towards
- praise positive behaviour.

Working in Children's and Young People's Settings

Level: Level 2

Credit Value: 3

GLH: 24

Unit Number: Y/615/9247

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about children's and young people's settings.	1.1 Describe the different types of children's and young people's settings, including the services they provide and the client groups they serve.	M(i) Explain who is responsible for regulating the different types of children and young people's settings.	
2 Know about occupations in children's and young people's settings.	2.1 Describe the different job roles found in children's and young people's settings. 2.2 Outline the staff structure within a specific children's or young people's setting, the roles and responsibilities of different staff within the structure and the inter-relationship between different roles.		

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Know about the skills and qualifications required to work in children's and young people's settings.	3.1 Describe the skills needed to work with children and young people and why these are important. 3.2 Outline the qualifications typically required for different job roles.	M(i) Explain which relevant skills they already have and which they would need to develop to work successfully in the childcare sector.	D(i) Assess the benefits of having professional standards and related qualifications (including mandatory qualifications) in childcare.
4 Know about career progression in children's and young people's settings.	4.1 Describe different career pathways for people working in children's and young people's settings. 4.2 Explain the importance of continuous professional development to staff working in children's and young people's settings.		D(ii) Explain the steps required to follow a selected career pathway which matches own aspirations, giving details of likely timeline, qualifications needed, and possible continuous profession development.

Indicative Content: Working in Children's and Young People's Settings

Learning Outcome 1:

Different types of settings may include:

- schools and nurseries - learning environments - babies to 18 years
- children's centres - provision for children and their families - learning environments, health care, social care, all day provision
- health centres - medical treatments, dental care, immunisation - children and young people
- voluntary organisations - out-of-school care, sport facilities, creative activities - children and young people.

Learning Outcome 2:

Examples of job roles may include early years practitioners, teachers, nursery managers, health care assistants, nurses.

For assessment criterion 2.2 learners need to select a specific type of setting and outline the staff structure, roles and responsibilities and the relationship between roles.

Learning Outcome 3:

Skills needed to work with children and young people may include:

- effective communication
- planning, time management and organisational skills
- creative skills
- team-work.

Information may include:

- different levels of qualification for different levels of responsibilities
- apprenticeships
- qualifications available full-time at school or college
- qualifications available for those already in the workplace.

Indicative Content: Working in Children's and Young People's Settings

Learning Outcome 4:

Career pathways may include:

- different job roles from assistant level to manager
- job roles at the same level but with different responsibilities

Importance of continuing professional development may include:

- keeping up-to-date with changes
- learning new skills
- gaining or deepening new knowledge
- improving practice.

Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

Level:	Level 2
Credit Value:	2
GLH:	18
Unit Number:	K/615/9222

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand equality and inclusion in health, social care or children's and young people's settings.	1.1 Explain why it is important that equality and diversity is promoted in health, social care or children's and young people's settings. 1.2 Outline examples of discrimination that could occur in health, social care or children's and young people's settings. 1.3 Explain how practices that promote equality and diversity reduce the risk of discrimination. 1.4 Outline the key legal responsibilities of a health, social care or children's and young	M(i) Describe the potential effects on individuals of discrimination.	D(i) Explain the consequences for organisations of not actively complying with legislation, codes of practice relating to diversity, equality and inclusion.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
	people's organisation in relation to equality and inclusion.		
2 Know how to work in an inclusive way.	2.1 Describe ways of working with clients/children which respect their beliefs, culture, values and preferences. 2.2 Outline ways to challenge and report discrimination. 2.3 Identify sources of information on equality and diversity and describe ways to use these to support own inclusive practice.	M(ii) Describe ways to support an individual to make a complaint about discriminatory practices.	D(ii) Give a specific example of a way to challenge discrimination that is likely to lead to more inclusive practices being adopted in the future.

Indicative Content: Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

Learning Outcome 1:
Learners need to be able to explain equality, diversity and inclusion within health, social care or children and young people's settings. To do this they must explain what the terms refer to and why it is important e.g.

Equality being equal rights and treatment of all individuals.
Diversity being about the differences between individuals - for example - race, culture, gender, age, marital status, religion, disability, politics etc.
Inclusion involves working with people in a way that recognises and respects their individuality

Learners must be able to give examples of how discrimination (treating someone unfairly based on the grounds of age, disability, gender, race, religious beliefs etc or treating someone less favourably than someone in the same situation or someone being unfairly disadvantaged or excluded) can occur directly or indirectly e.g. direct could be refusing to work with an individual because of their religion. Indirect could be providing services in a set way without consulting the individual.

Learners should be able to identify the effects of discrimination on individuals and organisations. Effects on individuals could be physical and emotional - low self-esteem and self-worth, stress, depression.

Consequences for the organisation can be immediate e.g. low standards of care, poor staff morale, high turn-over of staff and ultimately investigation, litigation and closing of services. Practices that promote equality and diversity and reduce the risk of discrimination should include: valuing people's individuality; encouraging people to express their views and have them listened to; respecting, increasing and celebrating people's differences. Putting individuals at the centre of care planning.

Legislation and codes of practice could include: Equality Act, Human Rights Act, Sex Discrimination Act, Disability Discrimination Act, Children Act, Care Standards Act, Health & Social Care Act, Mental Capacity Act. Codes of practice e.g. General Social Care Council.

Learning Outcome 2:

Learners will need to describe ways to work in an inclusive way with clients/children which respect beliefs, culture, values and preferences. This could include: providing care that is person centred, treating individuals as unique, working in agreed ways, challenging discriminatory practice.
They should know how to challenge and report discrimination within their organisation and from whom they can get information and support. This could be from their line manager or senior staff. Learners will need to know the policies and procedures on how to support and individual, make a complaint about discriminatory practices within an organisation.

Learners will need to give a specific example of how to challenge discrimination that leads to more inclusive practice e.g. challenging staff who ignore details of an individual care plan about dietary preferences, ensuring that all staff are aware of an individual's needs through training.

Food Safety in Health and Social Care and Children's and Young People's Settings

Level: Level 2

Credit Value: 3

GLH: 24

Unit Number: R/615/9196

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand food safety in health and social care and children's and young people's settings.	1.1 Explain why food safety is important in health and social care or children's and young people's settings. 1.2 Describe food safety practices that should be implemented when providing food and drink for children/clients. 1.3 Explain how each of these food safety practices helps protects children/clients from harm.	M(i) Identify legislation and codes of practice that apply to food safety in a health and social care or young people's setting. M(ii) Explain the possible consequences for individuals and the organisation of failing to maintain food safety.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Be able to maintain hygiene when handling food and drink.	2.1 Follow appropriate hand-washing routines. 2.2 Use appropriate personal, protective equipment when handling food and drink. 2.3 Check the cleanliness of surfaces, utensils and equipment, taking appropriate action if these are found not to be clean.		D(i) Review how well they maintained hygiene and how safely they handled food and drink when preparing, serving and clearing it away, providing evidence to support their self-assessment.
3 Be able to prepare, serve and clear away food and drink safely.	3.1 Prepare food and drink in a way that minimises risk to self and others. 3.2 Serve food and drink in a way that minimises risk to self and others. 3.3 Clear away food and drink in way that minimises risk to self and others. 3.4 Dispose of food waste promptly and in the appropriate place.		

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
4 Know how to store food and drink safely in health and social care and children's and young people's settings.	4.1 Describe the appropriate place and means of storing different types of food and drink. 4.2 Explain why different types of food and drink have different safe storage requirements.	M(iii) Explain what to do if they found problems with the storage of food or drink.	D(ii) Explain the potential consequences of not storing food and drink correctly.

Indicative Content: Food Safety in Health and Social Care and Children's and Young People's Settings

Learning Outcome 1:

Reasons for food safety may include:

- prevention of spread of harmful bacteria which could result in illness
- ensure health and safety of all service users
- it is a legal requirement to have procedures in place
- prevent cross-contamination.

Food safety practices may include:

- hand-washing techniques - prevents spread of infection
- effective use of personal protective clothing - infection control
- safe storage, handling and cooking of food - kills bacteria, prevents cross-contamination
- procedures to follow when serving food
- cleaning equipment - kills bacteria.

Learning Outcome 2:

Learners must demonstrate their competence in maintaining hygiene when handling food and drink to achieve this outcome.

Learning Outcome 3:

Learners must be able to demonstrate competence in preparing, serving, and clearing away food safely to achieve this outcome. For example:

- preparing foods - separate boards and utensils for different types of food, colour-coded chopping boards, following manufacturer's instructions where relevant, checking use by dates
- serving food - maintaining personal hygiene, excluding staff who are not well, covering cuts appropriately, wearing protective clothing
- clearing food and drink - cleaning, sterilising equipment, disinfecting
- disposal of food - disposal according to setting policies, checking use by dates.

Indicative Content: Food Safety in Health and Social Care and Children's and Young People's Settings

Learning Outcome 4:

Storing different types of food may include:

- stock rotation
- correct temperature control
- covering and packing
- separating raw and cooked food
- use by dates
- storage times.

Reasons why different types of food and drink have different safe storage requirements may include:

- preservatives
- fresh food
- drinks may contain liquids that deteriorate quickly e.g. smoothies.

Infection Prevention and Control in Health and Social Care of Children's and Young People's Settings

Level: Level 2

Credit Value: 3

GLH: 24

Unit Number: T/615/9188

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about the spread of infection.	1.1 Outline how infections spread. 1.2 State why some individuals are more vulnerable to infection than others. 1.3 Explain how breaking the chain of infections minimises their spread.	M(i) Identify the most common infections affecting a specific health and social care setting or a particular type of setting.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Know how health and social care or children's and young people's settings prevent and control infections.	2.1 Outline the role of infection control and prevention policies and guidelines in health and social care or children's and young people's settings. 2.2 Describe ways in which infection control and prevention policies and guidelines influence practice in health and social care or children's and young people's settings.	M(ii) Identify the main pieces of legislation relevant to infection control.	D(i) Assess how effectively a particular health and social care or children and young person's setting puts into practice its infection prevention and control policies.
3 Know how personal hygiene contributes to infection prevention and control in health and social care or children's and young people's settings.	3.1 Explain the importance of good personal hygiene in health and social care or children and young people's settings. 3.2 Describe personal hygiene, including hand hygiene, routines or practices that support infection prevention and control in health and social care or children and young people's settings.		

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
4 Understand how to reduce the risk of infection in health and social care or children's and young people's settings.	4.1 Explain how to manage coughing and sneezing to minimise the spread of infection. 4.2 Explain how to manage spilled blood and bodily fluids to minimise the spread of infection. 4.3 Explain how to dispose of personal, protective equipment and other waste appropriately.	M(i) Outline the early signs and symptoms of infection within in a health and social care or children and young person's setting, stating why it is important to detect these quickly.	D(ii) Explain how and why different settings might need to take different approaches to preventing the spread of infection.
5 Be able to encourage staff and clients/children in health and social care or children's and young people's settings to adopt practices that reduce the risk of infection.	5.1 Use appropriate strategies to a) inform staff and clients/children of the importance of infection prevention and control b) advise staff and clients/children on good practice in reducing the risk of infection.		D(v) Explain ways in which staff can encourage clients/children, including those who may be reluctant, to comply with guidelines on prevention and control of infection, using good practice examples.

Indicative Content: Infection Prevention and Control in Health and Social Care of Children's and Young People's Settings

Learning Outcome 1:

Infections may spread due to:

- a person being infected with a disease
- a person incubating a disease although they do not know it
- someone who is a carrier of the disease
- household pets
- a reservoir of infection e.g. dust, food, saliva, urine and faeces, pus from a wound, sinks or drains.

Some individuals may be more vulnerable due to:

- low immune system as a result of illness
- their age e.g. young children, elderly
- working in a high-risk area or work or country.

Breaking the chain of infection may minimise the spread because:

- the germs may be destroyed
- the germs can no longer react within the body.

Learning Outcome 2:

The role of infection control policies may include:

- take precautions to prevent infection
- rules to follow to break chain of infection as quickly as possible
- guidelines on incubation or quarantine periods.

Ways policies influence practice may include:

- policies set the standard to be maintained
- promote high standards of cleanliness
- all workers and users can work together to ensure high standards
- workers have clear guidelines to follow and can educate users.

Learning Outcome 3:

Importance of good personal hygiene may include:

- prevention of infection
- infection control

Indicative Content: Infection Prevention and Control in Health and Social Care of Children's and Young People's Settings

- role model for other workers and health and social care users.

Learners should demonstrate their knowledge of routines and practices to support infection prevention and control. This should include:

- hand hygiene
- use of personal protective equipment in different situations
- safe use and disposal of sharps, if appropriate for learners
- waste disposal
- cleaning the environment including equipment
- dealing with spillages of blood and bodily fluids.

Learning Outcome 4:

Ways to managing coughing and sneezing may include:

- encouraging person to cover mouth and nose with tissue
- putting tissue in the bin immediately after use
- washing hands after coughing or sneezing or blowing nose.

Dealing with spillages of blood and body fluids may include:

- dealing with them as quickly as possible
- keeping users away from the spillage
- using personal protective clothing
- using appropriate solutions to kill bacteria
- absorb spillage with disposable materials, if necessary
- wipe area and dry with appropriate disposal materials
- follow hand washing procedures

Disposing of person, protective equipment and other waste may include:

- put waste into appropriate containers e.g. hazardous or non-hazardous
- make sure bins are never full
- follow procedures for emptying bins on a regular basis
- wear PPE to empty bins
- follow guidelines for disposing of disposable gloves and aprons
- when finished follow hand washing procedures.

Learning Outcome 5:

Different strategies to communicate with staff and clients about infection control may include:

Indicative Content: Infection Prevention and Control in Health and Social Care of Children's and Young People's Settings

- formal letters
- leaflets
- on-line or face-to-face training
- practical demonstrations
- guidelines.

Basic First Aid Principles

Level: Level 2

Credit Value: 1

GLH: 9

Unit Number: T/615/8252

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the legal requirements for provision of first aid in the workplace.	1.1 Explain the legal duties of employers for the provision of first aid in the workplace. 1.2 Describe provisions made for first aid in a specific workplace including personnel, equipment, facilities and information.		D(i) Explain how a specific employer meets the legal requirements for the provision of first aid in the workplace and why adhering to the requirements is important.
2 Understand basic first aid procedures.	2.1 Explain procedures to be followed for different emergency first aid situations in given scenarios. 2.2 Outline record-keeping requirements for a specific workplace.	M(i) For a specific incident (real or simulated), assess how effectively those involved followed procedures for responding to and recording the incident.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
	2.3 Explain why it is important to keep records of incidents, accidents and treatments.		

Indicative Content: Basic First Aid Principles

Learning Outcome 1:

'All employers must provide adequate and appropriate equipment, facilities and personnel to ensure their employees receive immediate attention if they are injured or taken ill at work'. HSE 2015

Legal duties of employers may include:

- carry out a risk assessment to identify what first aid arrangements are required
- must make appropriate first aid arrangements for the workplace
- provision of first aid kits fully stocked
- appointed person to take charge of first aid arrangements
- trained first aiders
- make sure all employees have details of first aid arrangements.

Learners need to describe provisions for a specific workplace e.g. residential care home, nursery.

Learning Outcome 2:

Different emergency first aid situations may include cuts, dizziness or fainting, falls, seizures, foreign objects, bites. The scenarios should relate to the client group that learners are going to be working with.

Learners should know their own limitations when first on the scene of an accident or someone is unwell. Procedures may include:

- assess situation quickly and calmly
- protect yourself
- prevent cross infection
- comfort and reassure
- give early treatment but know own limitations
- get help.

Record keeping requirements may include:

- accident report book (legal requirement)
- notification of child taken ill or having accident during child care for parent.

The importance of record keeping may include:

- avoid further injury or illness e.g. allergic reaction
- record of incident if there are legal implications
- provides historical evidence which may result in a risk assessment.

Health and Safety in the Workplace

Level: Level 2

Credit Value: 2

GLH: 16

Unit Number: R/615/9165

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand roles and responsibilities for health, safety and welfare in the workplace.	1.1 Outline employers' and employees' duties in relation to health, safety and welfare at work. 1.2 Outline the consequences of non-compliance with health and safety legislation. 1.3 Outline the requirements for training and competence in the workplace. 1.4 Outline the ways in which health and safety information can be communicated.	M(i) Identify the main legislation relating to health and safety in work settings within a chosen sector.	D(i) Assess how well one organisation communicates health and safety information to staff and others such as customers/clients.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Understand how risk assessments contribute to health and safety.	2.1 Outline the process for carrying out a risk assessment. 2.2 Explain how risk assessment can be used to reduce accidents and ill health at work.		D(ii) Complete a risk assessment for a specific activity or environment within a chosen setting, identifying likelihood and potential impact of each risk and actions that could reasonably be taken to minimise risks.
3 Understand how to identify and control the risks from common workplace hazards.	3.1 Describe common hazards in the workplace. 3.2 Explain how hazards can cause harm or damage to people, work processes, the workplace and the environment. 3.3 Describe different approaches to minimise or eliminate workplace hazards.	M(i) Explain how consideration of people, equipment and environment can help reduce risks and hazards.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
4 Know the procedures for responding to accidents and incidents in the workplace.	4.1 Identify the actions that might need to be taken following an accident or incident in the workplace. 4.2 Outline the arrangements that should be in place in a workplace for emergencies and first aid. 4.3 Explain why it is important to record all incidents, accidents and ill health.	M(vi) Explain how to respond if first at the scene of a particular emergency, including any actions to avoid.	

Indicative Content: Health and Safety in the Workplace

Learning Outcome 1:

Learners need to show they understand that employers and employees share responsibility for the safety of everyone in the workplace.

Employer responsibilities may include:

- providing a safe and secure working environment
- providing safe access in the workplace
- providing information on how to maintain a safe and secure environment
- keeping records about safety issues.

Employee responsibilities may include:

- following procedures e.g. wearing appropriate PPE
- reporting safety issues to the appropriate person
- taking responsibility for own actions
- undertaking risk assessments.

Consequences of non-compliance may include:

- serious injury
- dismissal
- workplace paying fines or closure.

Employers must provide health and safety training for employees e.g. fire safety, lifting and handling, procedures e.g. infection control.

Ways to communicate health and safety information may include:

- on-line training
- leaflets, posters
- face-to-face training sessions.

Learning Outcome 2:

Employers are required to assess any risks that are associated with the workplace and work activities. Learners should be able to give an outline of the risk assessment process described by the Health and Safety Executive.

Reasons of how risk assessment can be used to reduce accidents and ill health at work may include:

- identification of potential hazards
- take precautions to avoid accidents.

Indicative Content: Health and Safety in the Workplace

- anticipate potential problems
- helps to inform planning.

Learning Outcome 3:

Learners may find it useful to answer 3.1 and 3.2 as one assessment. For example they may identify washing the floor after a spillage as being a potential hazard. They can then explain that a person may slip on the floor however the work place process is to place a sign at the wet floor and leave it until the floor is dry.

Different approaches to minimise or eliminate workplace hazards may include:

- introduce new process and procedures
- remove potential hazards altogether e.g. new way of working, different equipment
- ask colleagues for recommendations
- visit similar workplaces to learn new ways of working.

Learning Outcome 4:

Responses may include:
- completing relevant forms
- recording the incident
- employers may need to contact regulatory authorities.

Arrangements that should be in place in the workplace may include:

- named first aider who has current and valid training
- fire officer with relevant training
- functional first aid kit
- recording documentation
- confidential health information about clients e.g. allergies, history of seizures
- first aid or rest room if possible.

Importance of recording incidents, accidents and ill health may include:

- provides a history of incidents that may need to be acted upon
- legal implications
- information for others e.g. medical teams, Health and Safety Executive.

Food and Nutrition for Children and Young People

Level: Level 2

Credit Value: 3

GLH: 25

Unit Number: D/615/9248

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about healthy eating for children and young people.	1.1 Outline healthy eating principles for children and young people. 1.2 Describe how dietary needs vary at different stages of development. 1.3 Explain how healthy eating promotes children's and young people's physical development. 1.4 Outline the possible consequences of an unhealthy diet.	M(i) Describe circumstances where children or young people may need a special diet.	D(i) Produce a balanced 5-day menu for a specific child, stating their age and any relevant personal details, and justifying choices.
2 Know how to encourage children and young people to eat healthily	2.1 Describe ways to encourage healthy eating, appropriate to children and young people of different ages.	M(ii) Compare two different approaches taken for children and young people of different ages,	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
	2.2 Outline the importance of presentation in encouraging children and young people to eat healthily.	explaining how each works to encourage healthy eating in the particular target group.	
3 Be able to support children's and young people's healthy eating.	3.1 Use strategies appropriate to the age, interest and cultural background of a child or young person to support healthy eating.		D(ii) Assess effectiveness of strategies adopted to encourage a child or young person to eat healthily, using appropriate evidence to support self-assessment.

Indicative Content: Food and Nutrition for Children and Young People

Learning Outcome 1:

Healthy eating principles may include:

- balanced healthy diet i.e. eat well plate
- balance of carbohydrate, fibre, fats, proteins, vitamins, minerals
- sufficient fluids.

Variations of diet at different stages of development may include:

- baby, toddler, pre-school child, school aged child, teenager
- type of food, portion sizes, drink, food to promote health and energy

Ways healthy eating promotes physical development may include:

- supplies blood cells with source of energy
- promotes material for growth of body cells
- repairs and replaces damaged tissues

Consequences of an unhealthy diet may include:

- being tired and lethargic or hyperactive
- weight loss
- bones do not form properly
- obesity or anorexia
- dehydration.

Learning Outcome 2:

Ways to encourage children to eat healthily may include:

- involve them in the cooking process
- present the food and drink in an attractive way
- introduce them to new foods slowly
- be a good role model
- activities to encourage them to identify healthy and unhealthy food

The importance of food presentation may include:

- encouraging them to eat the food
- too much food on a plate can be overwhelming
- it becomes a social occasion and special time.

Indicative Content: Food and Nutrition for Children and Young People
Learning Outcome 3: Learners must demonstrate their competence in supporting children and young people's healthy eating in a practical situation.

Value of Play and Recreational Activity to Children and Young People

Level: Level 2

Credit Value: 3

GLH: 24

Unit Number: H/615/9249

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the value of play or recreational activity to children's and young people's development.	1.1 Explain how play or recreational activity can support the physical, social, emotional, intellectual, and language development of a child or young person.		
2 Know about different play and recreational activities suitable for children and young people of different ages.	2.1 Describe different, appropriate play and recreational activities, and the resources required, for children and young people of different ages. 2.2 Explain how a specific play or recreational activity could be used to support the development of children or young people of a given age.	M(i) Explain how a single play or recreational activity can support different aspects of development (e.g. physical and social and emotional).	D(i) Refer to relevant theory on the value of play in justifying selection of particular activities to support development of a specific child or group of children.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3　Understand the role of the adult in providing or supporting play and recreational activities.	3.1 Describe how adults can support the child or young person's right to play, as set out in the United Nations Convention or Human Rights and the Charter for Children's Play. 3.2 Describe the strategies and techniques adults can use to support children or young people in play and recreational activities. 3.3 Explain how adult interaction within play or recreational activity can extend the learning and development of the child or young person.	M(ii) Explain what is meant by 'adult-led', 'adult-initiated' and 'child-led' play and how each can support children and young people's development.	D(ii) Explain the role of the adult in ensuring children and young people's 'right to play' is protected and promoted.

Indicative Content: Value of Play and Recreational Activity to Children and Young People

Learning Outcome 1:

Learners need to give examples of the value of play for each area of development e.g.

- physical - promotes fine and gross motor development
- social - encourages friendships, working together
- emotional - fun, opportunity to release tension
- intellectual - problem solving, challenges thinking
- language - new vocabulary, encourages conversation and listening skills.

Learning Outcome 2:

Play experiences for children of different ages may include:

- babies - different materials that are safe e.g. boxes, soft toys to hang in a pram, rattles
- toddlers - push and pull toys, bricks
- pre-school - water and sand play, creative materials
- school aged - digital equipment, bikes, construction materials
- teenagers - outdoor activities, social functions

Learners need to select a chosen age and then explain how play can support their development.

Learning Outcome 3:

Ways adults can support a child's right to play may include:

- provide play experiences for children
- encourage others to provide play experiences
- local campaigns.

Strategies and techniques to support children's play may include:

- observing and then provide appropriate materials
- joining in with imaginative play
- working alongside them to demonstrate new skills
- provide stimulation activities or suggestions.

Ways in which adult interaction can extend learning and development may include:

- asking questions to assess children's understanding of concepts
- challenging children to go a step further e.g. climbing a bit higher on the frame

Indicative Content: Value of Play and Recreational Activity to Children and Young People
• provide materials that meet the individual needs of a child e.g. clay can help release tension.

Team Work in Health, Social Care or Children's and Young People's Settings

Level:	Level 2
Credit Value:	3
GLH:	25
Unit Number:	K/615/9205

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the importance of team-work in health, social care or children and young people's settings.	1.1 Explain the benefits of team-working to staff and clients/children in health, social care or children and young people's settings.		
2 Know how teams are structured in health, social care or children and young people's settings.	2.1 Describe the purpose and membership of different teams in health, social care or children and young people's settings. 2.2 Outline the lines of reporting within a specific team.	M(i) Explain why it is important to know and use the formal lines of reporting, with reference to a specific team.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Know the characteristics of effective teams in health, social care or children and young people's settings.	3.1 Outline the features of effective team-working in health, social care or children and young people's settings. 3.2 Describe the behaviours individuals need to display in order to contribute to an effective team in a health, social care or children and young people's setting.	M(ii) Explain how identified behaviours promote effective teamwork.	D(i) Explain, using specific good practice examples, how identified features of effective team-working contribute to achieving shared goals.
4 Be able to work as an effective team member to complete a task or activity relating to health and social care or to the care of children or young people.	4.1 Fulfil own responsibilities within a team. 4.2 Seek and offer support and advice to/from team members. 4.3 Communicate effectively with team members.	M(iii) Demonstrate behaviours identified as contributing to effective teamwork in completing a team task or activity.	D(ii) Assess own effectiveness as a team member, providing evidence to support self-evaluation.

Indicative Content: Team Work in Health, Social Care or Children's and Young People's Settings

Learning Outcome 1:

Some examples of the benefits of team working to staff and clients/children may include:

- everyone is involved in decision making
- everyone knows each other's roles and responsibilities
- everyone knows what is planned, what has been implemented and next steps
- reduces the risk of information being lost or care plans not being implemented appropriately
- the team can draw on the strengths of individuals to provide quality care.

Learning Outcome 2:

Structures should show the hierarchy (lines of reporting) of the chosen team and other multi-agency staff that are involved with the team. For example, Head of Centre, line manager, key worker, early years practitioner, cook, social worker etc. Learners must also include the purpose of the team.

Learning Outcome 3:

Features of effective team-working may include:

- effective means of communication e.g. share information, work through problems together
- supportive and encouraging
- everyone understands the goals they are working towards.

Individual behaviours required for effective team work may include:

- patience e.g. taking time to listen to others
- willing to accept and give constructive feedback
- empathy
- helping others when they need to
- going the 'extra mile'.

Learning Outcome 4:

Learners need to:

- know their role and responsibilities for the task
- carry out their responsibilities within the time given and to an appropriate standard

Indicative Content: Team Work in Health, Social Care or Children's and Young People's Settings

- ask for help and give help to others
- share what they are doing with the other team members.

Physical Development of Children and Young People

Level: Level 2

Credit Value: 2

GLH: 18

Unit Number: Y/615/9250

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about children's and young people's growth and development.	1.1 Outline the key stages of children's and young people's physical development. 1.2 Describe the physical changes children and young people experience at the different stages. 1.3 Give reasons why rates of development may vary. 1.4 Describe the relationship between physical development and other aspects of a child or young person's development.	M(i) Give examples of ways in which a child or young person's physical development is tracked and assessed.	D(i) Explain why it is important to track and assess a child or young person's physical development.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Know how to support children and young people's physical development.	2.1 Outline the practitioner's role in supporting physical development. Describe activities and equipment, appropriate to different developmental stages, which can support physical development, including development of fine and gross motor skills.	M(ii) Produce a plan for an activity for a specific individual explaining how it supports their physical development as appropriate to their age/stage of development.	D(ii) Explain the support available for children experiencing developmental delay in relation to physical development.

Indicative Content: Physical Development of Children and Young People

Learning Outcome 1:

Key stages of physical development may include:

- changes in gross motor and fine motor skills
- changes in gross and fine manipulative skills.

The changes may be grouped into different age categories but centres may choose to group them in other ways. An example may be:

- babies
- 3-12 months
- 1-3 years
- 4-5 years
- 6-9 years
- 10+.

Reasons for rates of development varying may include:

- social and economic factors
- genetic
- health
- environment.

The relationship between physical development and other aspects of development may include:

- supports and promotes other areas of development
- builds confidence
- encourages social and emotional development.

Learning Outcome 2:

The practitioner's role may include:

- providing a safe and effective environment
- observing and providing appropriate resources and equipment
- encouraging development
- encouraging the child to take risks within their own limitations.

Learners need to be able to demonstrate their knowledge of what to provide for children at different stages.

Social and Emotional Development of Children and Young People

Level: Level 2

Credit Value: 2

GLH: 18

Unit Number: D/615/9251

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know about children's and young people's social and emotional development.	1.1 Outline the key stages of children's and young people's social and emotional development. 1.2 Give reasons why rates of development may vary. 1.3 Describe the relationship between social and emotional development and other aspects of a child or young person's development.	M(i) Give examples of ways in which a child or young person's social and emotional development is tracked and assessed. M(ii) Explain the risk and protective factors that can affect social and emotional development.	D(i) Explain why it is important to track and assess a child or young person's social and emotional development.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Know how to support children and young people's social and emotional development.	2.1 Describe the needs of children and young people in relation to social and emotional development. 2.2 Outline age-appropriate activities and/or intervention strategies which support social and emotional development, including the use of play and leisure. 2.3 Outline the practitioner's role in supporting social and emotional development.	M(iii) Produce an activity plan and/or intervention strategy for a specific child or young person, explaining how it supports their social and emotional development, as appropriate to their age/stage of development.	D(ii) Explain the support available for children experiencing developmental delay in relation to social and emotional development.

Indicative Content: Social and Emotional Development of Children and Young People

Learning Outcome 1:

Learners need to be able to outline different stages in social and emotional development. The changes may be grouped into different age categories but centres may choose to group them in other ways. An example may be:

- babies
- 3-12 months
- 1-3 years
- 4-5 years
- 6-9 years
- 10+.

Reasons for rates of development varying may include:

- social and economic factors
- genetic
- health
- environment.

The relationship between physical development and other aspects of development may include:

- supports and promotes other areas of development
- encourages physical and cognitive development.

Learning Outcome 2:

Needs of children and young people may include:

- provision of a loving, safe and secure environment
- stability and consistency with carers
- goals and boundaries.

Learners need to be able to demonstrate their knowledge of what to provide for children at different stages.

The practitioner's role may include:

- providing a safe and effective environment
- observing and providing appropriate resources and equipment
- liaising with families and other agencies if necessary.

Activities for Children and Young People

Level: Level 2

Credit Value: 4

GLH: 36

Unit Number: H/615/9252

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the role of activity provision in children's and young people's settings.	1.1 Explain the value of providing activities in children's and young people's settings. 1.2 Outline the different sorts of activities suitable for a specific age group and the ways in which the children or young people would benefit from taking part.	M(i) Explain how a single activity can promote different types of development. M(ii) Explain how activities relate to national frameworks relevant to the children or young people participating.	
2 Know how to select activities for children and young people.	2.1 Explain how to identify suitable activities for individuals or groups of children or young people. 2.2 Outline ways to support children or young people to select suitable activities for themselves.		D(i) Explain the difference between interventionist and non-interventionist approaches when staff are supervising activities and supporting children or young people to make choices.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to plan an activity for children or young people.	3.1 Identify materials and equipment required for a specific activity. 3.2 Outline health and safety factors to be considered for a specific activity and ways to minimise risk. 3.3 Prepare a plan for a specific activity including arrangements for set-up, timings, staffing and resources.	M(iii) Produce a risk assessment for a specific planned activity including likelihood of risk happening and possible impact.	
4 Know how to run activities in children's or young people's settings.	4.1 Describe the role of the practitioner in facilitating activities for children and young people. 4.2 Describe strategies for making children or young people feel welcome. 4.3 State why it is important to explain the activity and rules and boundaries in terms appropriate to the age group. 4.4 Describe strategies for encouraging children or young people to take part in activity.	M(iv) Explain how to monitor levels of engagement.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
	4.5 Describe ways of dealing with conflict between participants. Describe how to bring an activity to an end.		
5 Know how to evaluate activities in children's or young people's settings.	5.1 Explain the importance of reflection and evaluation of activities. 5.2 Describe how to reflect on and evaluate activities.		D(ii) Evaluate a specific activity, using appropriate criteria and evidence, making recommendations for improvements.

Indicative Content: Activities for Children and Young People

Learning Outcome 1:

The value of providing activities may include:

- physical development - promotes fine and gross motor skills, encourages co-ordination
- social and emotional - encourages working together, taking turns, fun, challenging
- cognitive and language - encourages concentration, creative thinking, develops language.

Different types of activities may include:

- indoor - crafts, leisure centre, games
- outdoor - sport, exploring the environment, visits.

Learning Outcome 2:

Ways to identify suitable activities for children may include:

- matching age and stage of development to different activities
- asking children and young people what they are interested in
- matching activities to resources available
- environmental factors e.g. weather conditions.

Ways to support children and young people to select themselves may include:

- providing a range of resources for them to choose from
- ask questions to find out what they are interested in
- listen to their suggestions.

Learning Outcome 3:

Materials and equipment may include:

- craft equipment and materials
- sports equipment
- board games
- cooking ingredients and utensils.

Health and safety considerations may include:

- wearing personal protective equipment
- checking materials are safe to use e.g. non-toxic
- carrying out a risk assessment on the environment.

Indicative Content: Activities for Children and Young People

Learners need to give examples of how they will minimise health and safety risks when carrying out activities.

Learners must also demonstrate their ability to plan an appropriate activity in order to achieve this outcome.

Learning Outcome 4:

The role of the practitioner may include:

- making sure the environment is safe
- ensuring there is sufficient equipment that is appropriate for the activity
- making sure everyone knows how to participate in the activity
- observing the children during the activity to make everyone is safe, participates, has fun etc
- joining in, if it is appropriate
- supporting those who may need help.

Welcoming strategies may include:

- having identification badges
- using a buddying system
- having taster sessions so the child becomes familiar with the activity before participating
- explaining the activity on a one-to-one basis.

Reasons why it is important of explaining the rules in terms appropriate to the age group may include:

- everyone understands how to participate
- everyone is following the same rules
- it is fair.

Strategies to encourage participation may include:

-
- letting them watch from the side and allowing them to join in when they are ready
- encouraging them using appropriate body language e.g. beckoning them in
- partnering them up with another child of a similar age.

Ways to deal with conflict include:

- distractions, depending on the age of the child
- discuss the issue and agree ways to resolve the problem
- withdraw the children until they are ready to participate.

Indicative Content: Activities for Children and Young People

Ways of bringing activities to an end may include:

- everyone has had a turn
- warn everyone that the time to the end of the activity is in a set number of minutes
- begin to tidy up.

Learning Outcome 5:

The value of reviews and evaluations may include:

- opportunity to learn from others
- help with future practice
- builds confidence.

Ways to reflect on activities may include:

- asking the opinions of other leaders
- asking opinions from participants
- compare with previous occasions.

Communicating with Parents and Carers in Children's or Young People's Settings

Level:	Level 2
Credit Value:	2
GLH:	16
Unit Number:	K/615/9253
Assessment Guidance:	Candidates may choose to focus on children or young people in a specific age range when meeting the assessment criteria for this unit. The unit is assessed by portfolio of evidence.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the importance of effective communication with parents and carers in children's or young people's settings.	1.1 Explain why it is important to communicate with carers and parents in a children's or young people's setting. 1.2 Describe effective and professional practice in communicating with parents and carers in children's or young people's settings.	M(i) Explain the significance of establishing rapport and respectful trusting relationships with parents, carers and family.	
2 Know about effective practice in sharing information with parents and carers in children's or young people's settings.	2.1 Outline information that should be routinely shared with parents and information that needs to be shared under particular circumstances.	M(ii) Review how well a specific setting shares routine information with parents and carers.	D(i) Explain what communication difficulties may affect effective information-sharing, suggesting ways in which these can be overcome.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
	2.2 Describe ways of communicating information that should be routinely shared with parents and carers in children's or young people's settings. 2.3 Describe policies and procedures for contacting parents and carers in emergency situations in children's or young people's settings.		

Indicative Content: Communicating with Parents and Carers in Children's or Young People's Settings

Learning Outcome 1:

The importance of effective communication with primary carers may include:

- sharing information about the child
- give advice and support
- understand unexplained changes in behaviour.

Examples of effective and professional practice may include:

- providing clear and accurate information in an appropriate format for the parent
- regular updates
- making time to listen to the parent's concerns
- providing relevant information about the setting.

Learning Outcome 2:

Examples of information routinely shared with parents may include:

- settling in procedures
- daily routines
- accident reports
- progress
- general information e.g. closures, health issues, changes of staff.

Ways of communicating with parents may include:

- talking informally on a one-to-one basis
- telephone call, letters and emails
- inviting the parent for a discussion about the child's progress
- completion of forms e.g. admission form.

Communicating with Children or Young People

Level: Level 2

Credit Value: 2

GLH: 16

Unit Number: M/615/9254

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand why communication is important to the development of children or young people.	1.1 Explain how communication can support the development of children or young people.		
2 Know how to communicate effectively with children or young people.	2.1 Explain how adult communication with children or young people differs from communication between adults. 2.2 Describe strategies or techniques for communicating with children or young people including use of: a) verbal communication b) non-verbal communication c) listening skills d) questioning skills.	M(i) Explain the circumstances in which use of particular communications strategies or techniques would be appropriate.	D(i) Explain how to overcome key potential barriers to communication with children or young people.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
	2.3 Describe ways to acknowledge the feelings of children or young people when communicating with them.		
3 Be able to use appropriate techniques to communicate with children or young people.	3.1 Apply effective techniques for communicating with children or young people in different situations.	M(ii) Explain how and why they adapted their communication in different situations.	D(ii) Assess effectiveness of own communication with children or young people over a specific period, supporting their self-assessment with appropriate evidence.

Indicative Content: Communicating with Children or Young People

Learning Outcome 1:

Ways communication may support children's development may include:

- challenge thinking through asking questions
- encourages socialisation
- gives children and young people the opportunity to express feelings and share ideas
- encourages listening and concentration
- encourages putting ideas into words
- develops vocabulary and sentence construction.

Learning Outcome 2:

Differences between communicating with adults and children may include:

- simplification of language
- may speak slightly slower
- avoid potential ambiguities.

Different communication strategies may include:

a) verbal communication - use appropriate volume and tone of voice, avoid use of complex vocabulary if not required
b) non-verbal communication - use of facial expressions, body language, actions
c) listening skills - environment promotes effective listening, make sure child is able to concentrate, provide visual cues to help
d) questioning skills - open and closed questions; give time child to answer.

Ways to acknowledge feeling of children may include:

- praise and encouragement
- time to listen
- ask prompting questions
- body language - smiling, nodding.

Learning Outcome 3:

Learners will need to provide evidence of competence to achieve this learning outcome.

Child-Minding

Level: Level 2

Credit Value: 4

GLH: 32

Unit Number: T/615/9255

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the legal and regulatory requirements for setting up a child-minding business in the home.	1.1 Outline the main requirements relating to running a business from home. 1.2 Explain the main legal and regulatory requirements relating to child-minding in the home. 1.3 Describe the main policies and procedures that child-minders should have in place for child-minding in the home.	M(i) Explain who regulates and inspects childminders.	D(i) Assess key policies of a particular childminder against main legal and regulatory requirements.
2 Understand how to create a safe and healthy environment for home-based child care.	2.1 Describe the main features of a safe and healthy environment for children.	M(ii) Assess the safety of a particular home environment, making recommendations for changes needed in order to create a safe	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
	2.2 Explain how to ensure the safe supervision of children in the home. 2.3 Identify main risks to children in the home environment and how they can be minimised or controlled. 2.4 State how the key principles of safeguarding should be applied to a home-based childcare setting.	childminding setting, including how risks and hazards could be minimised or removed.	
3 Understand the equipment required for child-minding in the home.	3.1 Describe the equipment required for different age groups for care in the home. 3.2 Explain the use of different equipment for child care in the home.		
4 Understand how to provide care for children in home-based child care.	4.1 Explain how to build positive relationships with parents and why this is important. 4.2 Describe suitable routines for children in home-based child care and why they are important.	M(iv) Explain the importance of working with parents and the child to develop routines.	D(i) Explain how childminders can use play and other activities to promote equality and inclusion and reinforce positive behaviours.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
	4.3 Explain the importance of providing appropriate play activities home-based childcare setting. 4.4 Explain how to support positive behaviour when child-minding.		

Indicative Content: Child-Minding

Learning Outcome 1:

Main requirements for running a business from home may include:

- safe environment
- appropriate equipment, facilities for age of children
- record keeping.

Main legal requirements may include:

- Registration with Ofsted (although not necessary in some circumstances) onto Early Years Register and/or Childcare Register
- Ofsted childminders must deliver the Early Years Foundation Stage
- Number of children that can be cared for
- Public liability insurance
- Disclosure and barring service checks, health and safety including fire safety, first aid
- Home and car insurance, if appropriate
- Ofsted registration certificate.

Policies and procedures may include:

- health e.g. what happens if a child is ill before or during the time with the child-minder
- communication with primary carers
- care routine procedures
- safe guarding.

Learning Outcome 2:

Main features of a safe and healthy environment for children may include:

- appropriate toys and play equipment for the age and stage of development of the child
- sufficient space for play both indoors and outdoors
- infection control practices.

Examples of safe supervision in the home may include:

- one-to-one supervision if the activity requires it
- observation of children from a safe distance to provide free play
- provision of learning experiences that are not beyond the limitations of the child.

Examples of main risks to children in the home may include:

- floor surfaces - make sure they are dry, have appropriate floor coverings
- stairs - restrict access

Indicative Content: Child-Minding

- kitchen equipment - use safety equipment such as locks on washing machines.

Key principles of safe guarding may include:

- having a clear behaviour policy that primary carers have access to
- sharing safe guarding procedures with primary carers.

Learning Outcome 3:

Learners may consider different equipment required for different ages including:

- personal care equipment
- indoor and outdoor play equipment.

Learning Outcome 4:

Ways to build positive relationships with parents may include:

- inviting them to the home before the child begins
- general information provided in an appropriate format
- making time at the end of the session to talk with the parent
- regular progress meetings.

Learners need to describe suitable routines for children in home-based child care. This may include indoor activities, outdoor activities, meal times etc.

The importance of providing play activities may include:

- support and promote children's development
- stimulate the child
- reinforce skills and learning
- opportunity to explore new experiences.

Ways to support positive behaviour may include:

- being a positive role model
- clear boundaries
- consistency.

Caring for Young Children in a Babysitting Environment

Level:	Level 2
Credit Value:	2
GLH:	14
Unit Number:	A/615/9256
Assessment Guidance:	Age ranges for young children is birth to 5 years 11 months. There is no expectation that 3.2 should be carried out with a young child.

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand responsibilities in relation to babysitting.	1.1 Explain the responsibilities of the children's parent(s) or primary carer(s) in relation to a) the babysitter b) the children. 1.2 Describe the babysitter's responsibilities to the children being cared for. 1.3 Explain the babysitter's responsibilities to the children's parent(s) or primary carer(s).	M(i) Explain actions to take if a child or young person becomes ill or requires urgent medical attention.	D(i) Explain how to act if they suspect a child has been or may be at risk of being abused, harmed (including self-harm) or bullied.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Know age appropriate toys and activities for young children from birth to 5 years 11 months.	2.1 Describe different toys and activities suitable for the following age children: a) birth to 11 months b) young children aged 1 year to 1 year 11 months c) children aged 2 years to 2 years 11 months d) children aged 3 years to 3 years 11 months e) children aged 4 years to 4 years 11 months.	M (i) Explain why specific toys and activities are appropriate for children at different stages and how each supports learning and development	
3 Know how to prepare a young child for sleep.	3.1 Describe a calming routine for preparing young children to settle at bed time. 3.2 Demonstrate understanding of the following care activities a) bathing a young child b) changing a nappy c) supporting a young child to clean teeth. 3.3 Explain the value of reading stories at bed time.		D(i) Explain the importance of bedtime routines and of appropriate amounts of sleep for young children.

Indicative Content: Caring for Young Children in a Babysitting Environment

Learning Outcome 1:

Learners must be able to explain the primary carer's responsibilities to the babysitter and the children left in their care. These responsibilities may include:

- providing points of contact in case of emergency
- ensuring a safe environment to work in
- providing relevant information about the child e.g. dietary needs, allergies, illness, likes and dislikes.

Examples of the babysitter's responsibilities may include:

- ensuring the safety of the child whilst in their care
- providing appropriate toys and activities for the age and stage of development of the child
- caring for the physical needs of the child such as feeding, toileting, washing
- following guidance provided by the primary carer.

Learning Outcome 2:

Learners must describe different toys and activities for each of the age groups given. Each age group should have different examples. Examples may include:

a) birth to 11 months - mobiles, small blocks, bath toys, finger rhymes, soft books
b) 1 year to 1 year 11 months - toys to push and pull or ride on, balls, rhymes, songs, story telling
c) years to 2 years 11 months - picture books, dressing up clothes, dough, picture books with words, songs
d) years to 3 years 11 months - jigsaws, farm sets, matching games, pop-up books, songs, musical instruments
e) years to 4 years 11 months - books they can read themselves, digital equipment, construction toys, craft activities, bikes, scooters.

Learning Outcome 3:

Learners should describe a calming routine to help prepare a child for bed. This may include:

- knowing and following their usual bedtime routine e.g. leaving a light on, closing the door
- letting the child know that it is nearly bedtime so they have time to finish what they are doing
- encouraging them to be involved in the preparation e.g. choosing what they are going to wear
- teeth cleaning
- reading a story once they are in bed

Indicative Content: Caring for Young Children in a Babysitting Environment
• making sure the child knows where you are. Learners also need to demonstrate an understanding of the three different care activities identified in the assessment criteria. Learners should include: • the equipment they will need • preparations • safety measures to consider • the routine itself and how they will involve the children. Examples of the value of reading stories at bed time may include: • helping the child to relax • opportunity to talk with each other and spend time together • it is fun and interesting.

Numeracy Skills for the Workplace

Level: Level 2

Credit Value: 3

GLH: 24

Unit Number: F/615/7766

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Be able to recognise when to use numeracy skills in a work-related context.	1.1 Outline how numeracy skills can be used to find solutions in different work-related situations.	M(i) Give examples of situations which call for a range of different numeracy skills.	
2 Be able to select appropriate mathematical approach to solving work-related problems.	2.1 Identify possible mathematical methods that could be used to solve specific work-related problems. 2.2 Select the most appropriate mathematical approach for each situation.	M(ii) Select the most appropriate mathematical approach to solve a specific work-related problem, requiring multiple mathematical steps or processes.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to apply appropriate numeracy skills in a work-related context.	3.1 Collect and collate supporting information needed to apply numeracy skills in work situations. 3.2 Apply different mathematical approaches, using the appropriate numeracy skills, to work-related problems or situations. 3.3 Use appropriate checking procedures and evaluate their effectiveness at each stage.	M(iii) Apply a suitable mathematical approach, using a range of appropriate numeracy skills to a specific work-related problem or situation requiring multiple mathematical steps or processes.	D(i) Link different numerical skill sets in addressing a specific work-related problem or situation, demonstrating appropriate levels of precision and accuracy.
4 Be able to interpret and communicate results in situations where they have applied numeracy skills in a work-related context	4.1 Analyse findings from the mathematical approaches applied to work situations. 4.2 Identify solutions to work-related problems or tasks based on their findings. 4.3 Use mathematical justifications to explain their conclusions or recommendations to others.		D(ii) Communicate results relating to a specific work-related problem or situation, using mathematical justifications, in a way that takes into account audience and purpose.

Indicative Content:

Learning Outcome 1:

Examples of when to use numeracy skills in the workplace could include:

- calculating percentages/fractions of numbers of children for specific activities
- dealing with money for bookings when there are multiple factors, e.g. different prices for different age groups
- making payments to suppliers when calculations are required for part payment of invoices/multiple factors are required to determine actual payment
- checking bills and invoices for equipment and supplies
- working out the volume of liquids or sand for play areas
- calculating staffing costs
- organising work programmes / schedules e.g. hours of work, number of staff needed for specific activities
- managing timings of bookings for sessions
- calculating how much of something to buy (e.g. equipment for different activities are needed in a complex situation or over a period of time e.g. a nursery room)
- recording and analysing information on computers and other technology to keep accurate records, e.g. of the number of bookings attended / missed
- calculating the length and cost of a nursery border around a room.

Examples of situations which call for a range of different numeracy skills could include:

- calculating the number of staff needed for varying events and numbers of participants and calculating the resulting staffing costs
- utilising the correct volume of water or sand for play areas.

Using computers and other technology to record information and use to solve problems and assess trends/patterns or make predictions

Learning Outcome 2:

Possible mathematical methods identified could include:

- measuring volume – (e.g. sand for sand pit, water for water play,
- working out a temperature range from measuring temperature in different paces or at different times – (e.g. water temperature; building / facility temperature)
- calculating angles – (e.g. placing equipment at the correct angle)
- decimal notation for money; approximation and rounding
- calculating percentages, fractions and ratios (e.g. staff to customers ratios; percentage of a facility being used)
- calculating percentage increases / decreases (e.g. increase / decrease in income or expenditure; increase / decrease in users or participants
- calculating area – replacing a nursery or reception room carpet
- calculating averages (mean, median, mode; e.g. average users per month; average number of children)

Indicative Content:

- complex and or overlapping time calculations (e.g. timings of bookings, start and end times, rota timings)
- estimating skills – (e.g. the number of staff needed for specific events; the potential costs of equipment).

Learners could also use software such as spreadsheets to record and calculate data and financial transactions.

Learning Outcome 3:

Appropriate numeracy skills will include applying the appropriate methods as detailed in learning outcome 2 (above) in addition to:

- collecting and collating complex data with multiple factors (e.g. number of children of specific age groups; costs of equipment in relevant multiples; prices of entry / usage with varying factors; booking records / quantities / timings; details of poster paint, crayons used, area sizes of border and wall paper for children's play area or nursery).

- checking and evaluation procedures – for accuracy – (e.g. using calculators; computers and technology for checking manual calculations; checking calculations against estimates; rounding figures; using inverse calculations i.e. checking multiplication by calculating division; considering alternative methods which may have been more suitable).

Learning Outcome 4:

Analysing findings could include:

- using spreadsheets or paper/calculator to calculate, analyse and interpret complex data (e.g. for analysing results of events with multiple factors; comparing current and potential costs to make savings)
- use of graphs, diagrams and, charts to present findings (e.g. graphs showing percentage of users using each area of a facility; diagrams showing design of a nursery layout, income and expenditure, charts showing percentage increase/decrease of energy use)
- using fractions, ratios and percentages to make comparisons – (e.g. daily usage of a centre as a percentage of total usage; number of participants taking part in different activities as ratios; percentage increase / decrease to compare income / expenditure month to month, year to year;
- interpreting and identifying solutions can be shown through prepared feedback to a senior team member or by the use of programmes such as Excel to apply mathematical ideas in practical situations and being able to manipulate figures.

Mathematical justifications could be shown through report writing and may include:

Indicative Content:

- clear comparisons with other data sets showing differences or similarities - (e.g. savings that could be made on staff costs; increases / decreases in equipment expenditure and usage over set time periods; changes in types of users / participants over varying periods of time; Variations in bookings / booking types / booking amounts; increases / decreases in missed bookings; increases / decreases in income)
- identification of any errors or anomalies in the data
- recognition of the accuracy and reliability of the data collected, analysed and interpreted
- recognition of bias in the data collected and analysed – (e.g. significant increases in income, expenditure and customers, based upon large one-off events; differences in user figures based on detrimental events such as unplanned centre closures; increases in expenditure based upon external factors, i.e. increases equipment costs).
- recognition that the correct mathematical methods have been used to collect, analyse, interpret and present data – (e.g. presenting customers over time as a line graph rather than a bar chart)

Intellectual and Language Development of Children and Young People

Level:	Level 2
Credit Value:	3
GLH:	24
Unit Number:	F/615/9257
Assessment Guidance:	Candidates may choose to focus on children or young people in a specific age range when meeting the assessment criteria for this unit.The unit is assessed by portfolio of evidence.

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	**The learner can:**	**In addition to the pass criteria, the learner can:**	**In addition to the pass and merit criteria, the learner can:**
1 Know about the intellectual and language development of children and young people.	1.1 Outline the key stages of children's and young people's intellectual and language development. 1.2 Give reasons why rates of development may vary. 1.3 Describe the relationship between intellectual and language development and other aspects of a child or young person's development.	M(i) Give examples of ways in which a child or young person's intellectual or language development is tracked and assessed. M(ii) Explain the risk and protective factors that can affect intellectual and language development.	D(i) Explain why it is important to track and assess a child or young person's intellectual and language development.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
2 Know how to support children and young people's intellectual and language development.	2.1 Explain the importance of communicating with children and young people to support their intellectual and language development. 2.2 Outline age-appropriate activities and/or intervention strategies which support their intellectual and language development. 2.3 Outline the practitioner's role in supporting intellectual and language development.	M(ii) Produce an activity plan and/or intervention strategy for a specific child or young person, explaining how it supports their intellectual and language development, as appropriate to their age/stage of development.	D(ii) Explain the support available for children experiencing developmental delay in relation to intellectual and language development.

Indicative Content: Intellectual and Language Development of Children and Young People

Learning Outcome 1:

Learners need to outline different stages of intellectual and language development. Detailed information is not required at this level.

Reasons why rates of development may vary could include:

- premature birth
- disability
- stimulation
- interaction with others.

The interaction between intellectual and language development and other areas of development may include:

- supporting other aspects of development
- enhancing skills
- promotes development.

Learning Outcome 2:

Reasons communicating with children and young people to support intellectual and language development may include:

- ask questions to challenge thinking and problem solving
- provision of appropriate materials and equipment to encourage children to ask questions
- listening to children to assess what they know and can do.

Learners should provide examples of different activities for different ages of children e.g. babies, toddlers, pre-school, school-age, young people.

The practitioner's role may include:

- questioning children to assess their language and intellectual development and provide appropriate activities and experiences
- observe children during play
- being a good role model
- help children learn new skills
- assess levels of achievement.

ICT for the Workplace

Level: Level 2

Credit Value: 3

GLH: 24

Unit Number: R/615/7724

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Know the importance of making effective use of ICT in the workplace.	1.1 Explain how effective use of ICT can contribute to the overall effectiveness of an organisation. 1.2 Describe the possible impact of poor use of ICT on an organisation.		
2 Be able to identify the ICT requirements of workplace tasks.	2.1 Describe the ICT requirements for different complex workplace tasks.	M(i) Compare and contrast two given software applications capable of meeting the requirements of a specific task.	

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to make safe use of an ICT system to undertake workplace tasks.	3.1 Use ICT to complete different complex workplace tasks efficiently. 3.2 Develop and use storage systems to enable efficient retrieval of information. 3.3 Follow workplace guidelines for safe and secure use of ICT.	M(ii) Use a combination of different ICT methods to complete a single complex task.	D(i) Recommend improvements to a given set of guidelines for safe and secure use of ICT, based on own experience of their use.
4 Be able to use ICT to find and select information for workplace tasks.	4.1 Use ICT to locate and select relevant and reliable information from different sources to meet the requirements of a complex workplace task.		D(ii) State ways of checking the reliability of online sources.
5 Be able to use ICT to present and share work-related information.	5.1 Be able to use ICT to present and share work-related information. 5.2 Use appropriate software to present conclusions including: • text • images • graphs/charts in a format, suitable for the purpose and for the audience.	M(iii) Use ICT to present and share information on a complex topic.	D(iii) Use appropriate software to present information on a complex topic including edited audio and video clips.

Indicative Content: ICT for the Workplace

Learning Outcome 1:

Examples of how ICT can contribute to the effectiveness of an organisation may include:

- information is easily accessible
- information can be stored and retrieved efficiently
- data can be used for a range of purposes including marketing and developing new products and services
- widening the market place e.g. international, other parts of the country

Inefficient use of ICT can result in:

- financial losses
- time wasting
- breach of confidentiality

Learning Outcome 2:

Different ICT software application that can meet the requirements of complex work tasks could include:

- software for entering data regarding children
- software for sending and receiving emails and attachments securely
- software for specific work tasks e.g. spreadsheets

Learning Outcome 3:

Use of workplace ICT policies and procedures to safely use ICT to complete different workplace tasks efficiently. This could include:

- enter, search, sort and edit confidential data
- apply editing, formatting and layout techniques to meet workplace tasks
- Creating work related records that can be accessed by other staff
- creating text, graphic, numerical data e.g. child development assessments
- creating, using and maintaining secure passwords and file labelling
- ways to check reliability of online sources

Learning Outcome 4:

Use of ICT to research information from different sources to meet the requirements of complex work could include:

- reading and retrieving information from case files stored on ICT
- reading policies and procedures to confirm action to be taken

Indicative Content: ICT for the Workplace

- receiving, reading, sending and recording information received by email with attachments
- safe and effective online web search for information – e.g. search engines
- recognising currency, relevance and bias when selecting and using information

Learning Outcome 5:

Use of ICT to present and share information using appropriate software could include:

- text
- tables
- graphics
- records
- numbers
- charts and graphs
- audio and video clips

These must be presented in a format suitable for the audience so may be printed or for viewing on screen.

Improving own Employability Skills

Level: Level 2

Credit Value: 3

GLH: 24

Unit Number: J/615/7767

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
1 Understand the responsibilities and working patterns associated with a specific role in a work environment.	1.1 Explain the responsibilities and tasks associated with a specific job role in a chosen work environment. 1.2 Explain the working patterns (e.g. typical hours, shift-work) associated with a specific job role in a chosen work environment.	M(i) Explain how a specific job role fits within the staff structure in a chosen work environment.	D(i) Explain the inter-relationship between different roles in a specific work environment.
2 Be able to work with due regard for health and safety in the work environment.	2.1 Follow relevant legislation and workplace guidelines for health and safety in the work environment.	M(ii) Contribute to the minimising of risks and hazards through own conduct in the work environment.	D(ii) Explain the legal responsibilities of employers and employees for health and safety in the work environment.

LEARNING OUTCOMES	ASSESSMENT CRITERIA - PASS	MERIT	DISTINCTION
The learner will:	The learner can:	In addition to the pass criteria, the learner can:	In addition to the pass and merit criteria, the learner can:
3 Be able to meet the professional standards expected in a chosen work environment.	3.1 Follow instructions in a specific work environment to complete tasks to a set standard, seeking help if needed. 3.2 Observe relevant codes of conduct and guidelines in a work environment (e.g. for personal presentation, punctuality, ringing in sick).	M(iii) Apply understanding gained from completing one task to other related tasks.	D(iii) Demonstrate use of initiative in completing tasks.
4 Be able to review own learning gained in a work environment.	4.1 Describe skills and knowledge gained in a work environment. 4.2 Outline areas where further development is still needed.	M(iv) Describe the relevance of the skills and knowledge gained to their future career plans. M(v) Outline key actions to be taken to increase own work-related knowledge and skills.	D(iv) Explain how their experience in a work environment has enabled them to assess their own employability skills and behaviours.

Indicative Content: Improving own Employability Skills

Learning Outcome 1:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Responsibilities and tasks for a specific role will be outlined in the job description. These will vary according to the role.

Difference between responsibilities and tasks

Examples of working patterns include:

- working hours (regular or irregular)
- Shift patterns
- number of breaks provided

Learning Outcome 2:

Learners need to provide sufficient and valid evidence to achieve this outcome.
Evidence may include witness statements, certificates or a personal log. Examples may include:

- attending Induction/work based training
- following procedures during a fire practice
- personal presentation
- wearing Personal Protective Equipment (PPE)
- adjusting desk and chair to ensure good posture
- knowledge of location of First Aid Kit and how to reach First Aiders

Learning Outcome 3:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Evidence may include witness statements, peer assessment or a personal log.

Learning Outcome 4:

Learners need to provide sufficient and valid evidence to achieve this outcome.

Skills and knowledge developed/needed may include:

- product/service knowledge
- understanding of an industry/workplace
- customer service skills
- personal organisation
- personal presentation
- communication skills

Indicative Content: Improving own Employability Skills
• understanding of health and safety • ICT skills