

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 3 Diploma for Children's  
Care, Learning and Development (Northern  
Ireland)  
QN: 603/6039/2**

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## Summary of changes

This section summarises the changes to this Qualification Specification.

Version	Publication date	Summary of amendments
v1.0	September 2020	First publication
v1.1	August 2021	Removal of reference to a supporting document that is not available (from Work practice/industry placement experience within the Qualification summary)
v1.2	March 2022	Added <a href="#">Assessment outcome</a> section to Qualification summary

# Section 1

## About this qualification

## Introduction

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

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

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

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- the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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## Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook on the Qualifications page on the NCFE website, which contains additional supporting information to help with the planning, delivery and assessment, such as:

- definition of Total Qualification Time (TQT)
- quality assurance
- staffing requirements
- assessment
- qualification support
- equality and diversity
- equal opportunities.

This Qualification Specification contains all of the qualification-specific information you will need that is not covered in the Support Handbook.

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Qualification summary	
<b>Qualification title</b>	NCFE CACHE Level 3 Diploma for Children's Care, Learning and Development (Northern Ireland)
<b>Qualification number (QN)</b>	603/6039/2
<b>Aim reference</b>	60360392
<b>Total Qualification Time (TQT)</b>	700
<b>Guided Learning Hours (GLH)</b>	467
<b>Credit value</b>	70
<b>Minimum age</b>	16
<b>Age ranges covered by the qualification</b>	Age range for knowledge criteria is 0–12 years. Age range for competence criteria is 0–5 years 11 months.
<b>Qualification purpose</b>	<p>This qualification is designed to help learners build the knowledge and skills needed when working with children. It covers a diverse range of job roles and occupational areas in children's settings, including early years. Learners qualified at Level 3 may work as Room Supervisors, Team Leaders or deputise for the leader working under the supervision of the Manager.</p> <p>It is suitable for those who wish to work, or are working at an unsupervised level, in children's care, learning and development in Northern Ireland.</p> <p>The qualification confirms competence in these areas and serves as the required qualification for all new practitioners for registration and regulatory requirements in Northern Ireland.</p>
<b>Aims and objectives</b>	<p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• focus on the study of children's care, learning and development in Northern Ireland</li> <li>• offer breadth and depth of study, incorporating a key core of knowledge</li> <li>• provide opportunities to acquire a number of practical and technical skills.</li> </ul> <p>The objective of this qualification is to build knowledge and skills needed to work with children in Northern Ireland.</p> <p>All learners <b>MUST</b> have access to either employment or work experience in a real work setting to support them to develop and practise their skills, and apply their knowledge at an appropriate level. This ensures that learners are able to demonstrate consistent competence at Level 3 to meet the requirements of the Level 3 Diploma in Children's Care, Learning and Development (Northern Ireland).</p>

<p><b>Work practice/industry placement experience</b></p>	<p>Practice hours refer to learners who are currently employed in an early years setting. Placement hours refer to learners who are not employed and require work placement.</p> <p>Learners must have access to between 600–700 hours in a work setting that will facilitate development of their skills and knowledge at Level 3.</p> <p>The number of practice/placement hours <b>may</b> be reduced to a minimum of 570 hours <b>ONLY</b> in the following circumstances:</p> <ul style="list-style-type: none"> <li>• a learner has already completed the Level 2 Diploma in Children’s Care Learning and Development (Northern Ireland)</li> <li>• a learner can evidence recent (within the previous 2 years), authenticated and relevant work experience which reflects some of the requirements of the Level 3 Diploma in Children’s Care Learning and Development (Northern Ireland).</li> </ul> <p>All learners must undergo initial assessment against the requirements of the qualification and this must be documented. An individual learning plan can then be produced. The initial assessment must be available to Internal and External Quality Assurers. If practice/placement hours have been reduced to 570 hours, the documentation <b>MUST</b> include clear evidence to support this.</p> <p>There is a connection between the assessment of competence and the placement hours required for this qualification. Assessor observations should continue until the full complement of hours have been achieved. The evidence from these activities must be mapped to the qualification assessment criteria and used to inform a robust decision of competence. Learners are not permitted to ‘build up’ their hours after the final internal quality assurance has occurred.</p> <p>The work setting <b>MUST</b> be either a regulated (via Social Services) or an inspected (via Social Services or the Education and Training Inspectorate) early years setting. This means that the learner <b>MUST</b> have access to working with children aged from 0–5 years and 11 months for all of their practice/placement hours. Appropriate settings, including Irish-medium schools, would be:</p> <ul style="list-style-type: none"> <li>• registered childminding settings – working with children up to 5 years 11 months</li> <li>• playgroups</li> <li>• day care nurseries</li> <li>• statutory nursery settings</li> <li>• Foundation Stage provision up to the age of 5 years 11 months</li> <li>• Sure Start provision.</li> </ul> <p>The requirement cannot be met by time spent with children within a learner’s family/extended family, babysitting or through other informal arrangements.</p>
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	This guidance has been endorsed by the Northern Ireland Social Care Council (NISCC) and The Employers Forum for Early Years, Playwork and Childminding.
<b>Rules of combination</b>	To achieve this qualification learners are required to successfully complete <b>70 overall</b> credits, <b>56</b> credits from the mandatory units and <b>14</b> credits from the optional units.
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence.
<b>Assessment outcome</b>	The Diploma outcome is either Achieved or Not Yet Achieved. The Extended Diploma is Graded.
<b>Progression</b>	<p>The qualification confers occupational competence for childcare, learning and development in Northern Ireland. Learners could progress to the following job roles:</p> <ul style="list-style-type: none"> <li>• day care room supervisor</li> <li>• childcare assistant</li> <li>• childminder</li> <li>• nursery practitioner</li> <li>• pre-school worker</li> <li>• out-of-school childcare worker.</li> </ul> <p>Learners who achieve this qualification could also progress on to the Level 3 Extended Diploma for Children’s Care, Learning and Development (Northern Ireland) or a Foundation Degree in a related subject.</p>
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 603/6039/2.
<b>Funding</b>	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

## Entry guidance

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

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they've already achieved a Level 2 qualification.

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

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

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## Achieving this qualification

To be awarded this qualification learners are required to successfully complete **70** credits overall, **56** credits from the mandatory units and **14** credits from the optional units.

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

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

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## Units

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

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



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

### Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH
Unit 01	L/618/1648	Context and principles for the early years sector – Theme 1	3	8	60
Unit 02	R/618/1649	Communication and partnership working – Theme 2	3	6	35
Unit 03	J/618/1650	Safeguarding children – Theme 3	3	6	40
Unit 04	L/618/1651	Keeping children safe, healthy and well – Theme 4	3	9	60
Unit 05	R/618/1652	Support children's personal care and nutrition – Theme 5	3	4	30
Unit 06	Y/618/1653	Supporting children's development – Theme 6	3	9	60
Unit 07	D/618/1654	Supporting children's play opportunities and experiences of play – Theme 7	3	8	40
Unit 08	H/618/1655	Contribute to the support of children with disabilities and/or special needs – Theme 8	3	6	40

**Optional units**

	<b>Unit number</b>	<b>Regulated unit number</b>	<b>Unit title</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>
☆	Unit 09	F/600/9777	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	4	5	40
	Unit 10	T/601/0134	Support disabled children and young people and those with specific requirements	4	6	45
	Unit 11	K/601/0132	Support children or young people in their own home	3	4	30
☆	Unit 12	H/502/4682	Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	3	3	20
☆	Unit 13	Y/502/4663	Engage fathers in their children's early learning	3	3	20
	Unit 14	K/601/3225	Promote children in early years settings acquiring a new language through immersion	3	4	29
	Unit 15	K/618/1656	Support children with physical disabilities	4	6	44
	Unit 16	M/618/1657	Support children with learning disabilities	4	6	44
	Unit 17	T/618/1658	Support children with autistic spectrum conditions	4	6	44
	Unit 18	A/618/1659	Support the learning and development of children with health needs	4	6	44
	Unit 19	M/618/1660	Support children with sensory loss	4	6	44
	Unit 20	D/601/5750	Support families who have a child with a disability	3	3	23
	Unit 21	T/618/1661	Promote signing to advance speech, language and communication	3	6	42

The units above may be available as stand-alone unit programmes. Please visit our website for further information.

### Progression to higher level studies

This qualification aims to provide learners with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:

- checking and testing information
- supporting points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements.

Level 3 criteria can require learners to **analyse, draw conclusions, interpret or justify**, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.

If you need any further information, please refer to the CACHE website.

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## How the qualification is assessed

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

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

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

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

The Level 3 Diploma for Children's Care, Learning and Development (Northern Ireland) is a competence-based qualification.

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

Learners must be successful in **all** components to gain the Level 3 Diploma for Children's Care, Learning and Development (Northern Ireland).

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

All the evidence generated by the learner will be assessed against the standards expected of a Level 3 learner for each learning outcome.

## **Internal assessment**

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

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

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

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

A centre may choose to create their own internal assessment tasks. These should:

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

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

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

## **Supervision of learners and your role as an Assessor**

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

## **Feedback to learners**

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

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# Section 2

## Unit content and assessment guidance



## **Unit content and assessment guidance**

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

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

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

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

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**Unit 01 Context and principles for the early years sector – Theme 1 (L/618/1648)**

<b>Unit summary</b>	In this unit learners will gain an understanding of the purpose and principles of the early year’s sector. They will understand team working and supervision and be able to apply professional standards in practice.
<b>Credit value</b>	8
<b>Guided learning hours</b>	60
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the purpose and principles of the early years sector	1.1 Explain the legal status of the relevant childhood framework/s, and how international, national and local guidance materials are used in practice		
	1.2 Explain the values and principles of the childcare learning and development sector and how these underpin child-centred approaches to practice		
	1.3 Explain why early years frameworks emphasise a personal and individual approach to learning and development		
	1.4 Evaluate the importance of a child and family-centred approach		
	1.5 Describe what is meant by the term ‘inclusive practice’		
	1.6 Analyse how inclusive practice promotes equality and diversity and reduces discrimination		
	1.7 Evaluate own role and the role of others in: <ul style="list-style-type: none"> <li>• supporting an inclusive environment</li> <li>• challenging discrimination in a way that promotes change</li> </ul>		
	1.8 Describe what is meant by evidence-based practice and give examples of how this has influenced work with children in their early years		
	1.9 Explain how the <b>active participation</b> of children in decisions affecting their lives promotes the achievement of positive outcomes		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
2. Be able to apply professional standards in practice	2.1 Outline the duties and responsibilities in own role and how these meet professional standards		
	2.2 Demonstrate how professional standards inform practice and personal development		
	2.3 Explain why policies and procedures should reflect the values and principles of the early years sector to promote equality and inclusion		
	2.4 Demonstrate how you can apply the principles and values in your practice		
	2.5 Describe how own values, beliefs and experiences may affect how you apply the principles and values in practice		
	2.6 Explain the importance of reflective practice in continuously improving the quality of service provided		
3. Understand theories of teams and team working	3.1 Outline models of <b>team</b> working		
	3.2 Explain the process of team development		
	3.3 Describe how shared goals can lead to team cohesion		
4. Understand the principles that underpin effective teamwork	4.1 Explain why teams need: <ul style="list-style-type: none"> <li>• clear objectives</li> <li>• clearly defined roles and responsibilities</li> <li>• trust and accountability</li> <li>• confidentiality</li> <li>• communication</li> <li>• conflict resolution</li> </ul>		
	4.2 Describe the different roles and responsibilities that can occur within a team		
	4.3 Explain how values and principles impact teamwork		
5. Be able to reflect on teamwork in own setting	5.1 Reflect on own role and responsibilities within the team		
	5.2 Reflect on own performance in working as part of a team		
	5.3 Contribute to the development of continuous improvement within the work of the team		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
6. Understand the purpose, process and principles of supervision	6.1 Describe the purpose and principles of supervision		
	6.2 Describe the process of supervision		
	6.3 Explain how the requirements of regulations, standards and <b>agreed ways of working</b> influence: <ul style="list-style-type: none"> <li>• supervision</li> <li>• performance management</li> <li>• career development</li> </ul>		
	6.4 Explain how professional supervision can <b>protect and support</b> the: <ul style="list-style-type: none"> <li>• <b>individual</b></li> <li>• manager/leader</li> <li>• early years worker</li> </ul>		
7. Be able to agree and review own personal development plan	7.1 Identify sources of support for planning and reviewing own development		
	7.2 Demonstrate how to work with others to agree and review own <b>personal development plan</b>		

## Unit 01 Context and principles for the early years sector – Theme 1 (L/618/1648) (cont'd)

### Assessment guidance

#### Delivery and assessment

1.9 **Active participation** is an approach that enables individuals to be included in their care and have a greater say in how they live their life in ways that matter to them. The benefits of active participation can be divided into primary benefits and secondary benefits. Child-led participation can be defined as an ongoing process of children's expression and active involvement in decision-making at different levels in matters that concern them.

3.1 **Team** could include:

- within the organisation/service
- multi-disciplinary
- multi-agency.

6.3 **Agreed ways of working** will include policies and procedures where these exist.

6.4 **Protect and support**: consider potential impact of Adverse Childhood Experiences (ACEs) on practice.

6.4 **Individual** could be:

- a parent
- a child
- a carer
- someone accessing care or support.

7.2 **Personal development plan** to include:

- own learning needs
- professional interests
- development opportunities.

#### Learner declaration of authenticity:

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

Learner signature:

Date:

#### Assessor sign off of completed unit: Unit 01

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

Assessor name:

Signature:

Date:

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

**Unit 02 Communication and partnership working – Theme 2 (R/618/1649)**

<b>Unit summary</b>	In this unit learners will gain an understanding of communication and its importance. They will be able to meet various communication needs and preferences, and overcome barriers to communication. They will also be able to apply principles of confidentiality, information sharing and complaints handling. They will gain an understanding of partnership working and how this supports multi-agency and integrated working practices.
<b>Credit value</b>	6
<b>Guided learning hours</b>	35
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	SCDCCLD0201, SCDCCLD0301

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand why communication is important in the work setting	1.1 Outline the different reasons people communicate		
	1.2 Describe the factors to consider when promoting communication		
	1.3 Explain how communication affects relationships with: <ul style="list-style-type: none"> <li>• the child</li> <li>• parents/carers</li> <li>• colleagues</li> <li>• other professionals</li> </ul>		
	1.4 Explain how active and responsive listening supports communication with individuals and <b>others</b>		
	1.5 Describe roles and responsibilities when communicating with: <ul style="list-style-type: none"> <li>• children</li> <li>• parents/carers</li> <li>• colleagues</li> <li>• other professionals</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Demonstrate how to establish the communication and language needs, wishes and preferences of: <ul style="list-style-type: none"> <li>• children</li> <li>• parents/carers</li> <li>• colleagues</li> <li>• other professionals</li> </ul>		
	2.2 Demonstrate a range of <b>communication methods</b> and styles to meet the needs of: <ul style="list-style-type: none"> <li>• children</li> <li>• parents/carers</li> <li>• colleagues</li> <li>• other professionals</li> </ul>		
	2.3 Demonstrate how to respond to an individual’s reactions when communicating		
3. Be able to overcome barriers to communication	3.1 Describe barriers to communication: <ul style="list-style-type: none"> <li>• cognitive</li> <li>• cultural</li> <li>• sensory</li> <li>• environmental</li> <li>• <b>interpersonal</b></li> </ul>		
	3.2 Demonstrate ways to overcome barriers to communication		
	3.3 Explain how to access extra support or <b>services</b> to enable individuals to communicate effectively		
4. Be able to apply principles and practices of confidentiality	4.1 Explain the meaning of the term ‘confidentiality’		
	4.2 Demonstrate ways to maintain confidentiality in day-to-day communication		
	4.3 Describe the potential tension between maintaining an individual’s confidentiality and responding to and reporting concerns		
	4.4 Explain the implications of breaches of confidentiality for: <ul style="list-style-type: none"> <li>• the child</li> <li>• parent/carer</li> <li>• the employer</li> <li>• the employee</li> <li>• <b>others</b></li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
5. Be able to implement and support good practice in handling information	5.1 Describe the features of manual and electronic information storage systems that help ensure security		
	5.2 Demonstrate practices that ensure security when storing and accessing information		
	5.3 Demonstrate how to record, report and refer information in line with <b>regulatory requirements</b> and legal responsibilities		
	5.4 Support others to understand the need for secure handling of information		
	5.5 Support <b>others</b> to understand and contribute to consistent and accurate record keeping		
6. Understand how to respond to complaints	6.1 Explain the main points of own organisational policy and procedures for handling complaints		
	6.2 Describe the circumstances and experiences that may prompt a complaint from an individual		
	6.3 Explain how to support an individual to make a complaint		
	6.4 Outline the benefits of reviewing complaints to improve service provision		
7. Understand how partnership supports multi-agency and integrated working practices	7.1 Explain how communication and information sharing contributes to partnership working		
	7.2 Explain the importance and benefits of partnership work with parents, families and carers		
	7.3 Describe a range of voluntary and statutory agencies that provide support to: <ul style="list-style-type: none"> <li>• early years services</li> <li>• children, parents, families and carers who use their service</li> </ul>		
	7.4 Outline different reasons why early years services should work in partnership with other voluntary and statutory agencies		
	7.5 Assess the role of partnership in the context of: <ul style="list-style-type: none"> <li>• multi-agency working</li> <li>• integrated working</li> <li>• rights-based approach</li> </ul>		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	7.6 Explain common barriers to integrated working and multi-agency working and how these can be overcome		
	7.7 Summarise why it is important for early years services and external support agencies to collaborate when working with children, parents, families and carers		
	7.8 Explain how and why referrals are made between agencies		
	7.9 Research the history of the Understanding the Needs of Children in Northern Ireland (UNOCINI) Assessment Framework and guidance		
	7.10 Analyse the UNOCINI Assessment Framework in relation to: <ul style="list-style-type: none"> <li>• multi-agency and integrated working</li> <li>• supporting positive outcomes for children and their parents, families and carers</li> </ul>		

## Unit 02 Communication and partnership working – Theme 2 (R/618/1649) (cont'd)

### Assessment guidance

#### Delivery and assessment

##### 1.4 Others could include:

- a child
- parents/carer
- colleagues
- a team member
- other professionals.

##### 2.2 Communication methods:

- non-verbal communication could include eye contact, touch, physical gestures, body language, behaviour etc
- verbal communication could include vocabulary, linguistic tone, pitch etc
- use of electronic communication aids
- use of pictorial and design communication aids such as Makaton
- use of an interpreter when appropriate, including British/Irish sign language interpreters
- effective use of the telephone
- preparing and delivering presentations
- written communication could include guidance of meetings, personal records, presentations, letters, formal reports, email etc
- other assistive technologies.

##### 3.1 Interpersonal:

- conflict/conflict resolution
- behavioural
- emotional
- communication misunderstanding/breakdown.

##### 3.3 Services may include:

- translation services
- interpreting services
- speech and language services
- advocacy services.

##### 4.4 and 5.5 Others:

- colleagues
- team members
- other professionals
- stakeholders.

##### 5.3 Regulatory requirements including:

- data protection
- freedom of information
- General Data Protection Regulation (GDPR)
- codes of conduct and practice
- Caldicott Principles
- management information systems
- policies procedures.

**Unit 02 Communication and partnership working – Theme 2 (R/618/1649) (cont'd)**

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 02**

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

Assessor name:

Signature:

Date:

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

**Unit 03 Safeguarding children – Theme 3 (J/618/1650)**

<b>Unit summary</b>	In this unit learners will gain an understanding of the legislation and guidelines in place for safeguarding children and its importance in ensuring children’s safety. They will understand the importance of partnership working and how to respond to concerns over a child’s welfare. They will also use child-centred practice to support child safety and wellbeing.
<b>Credit value</b>	6
<b>Guided learning hours</b>	40
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	SCDCCLD0202

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the main legislation, guidelines, policies and procedures for safeguarding	1.1 Analyse current <b>legislation</b> , guidelines, policies and procedures in Northern Ireland in relation to the safeguarding of children		
	1.2 Review how current legislation, guidelines, policies and procedures are implemented across diverse early years settings		
	1.3 Explain child protection within the wider concept of safeguarding		
	1.4 Explain how duty of care contributes to the safeguarding and protection of children and <b>other individuals</b>		
	1.5 Explain when and why inquiries and case management reviews are required and how the sharing of the findings informs practice		
2. Understand the importance of working in partnership with other organisations to safeguard children	2.1 Explain what is meant by partnership working in the context of safeguarding		
	2.2 Describe the roles and responsibilities of the different organisations that may be involved when a child has been abused or harmed		
	2.3 Analyse the potential tension between maintaining confidentiality with the need to disclose information: <ul style="list-style-type: none"> <li>• where abuse of a child is suspected</li> <li>• when it is suspected that a crime has been/may be committed</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Understand the importance of ensuring children’s safety and protection in the work setting	3.1 Explain policies, procedures and <b>roles</b> that are in place to protect children and adults who work with them		
	3.2 Outline ways in which concerns about poor practice can be reported		
	3.3 Describe the policy, process and protocols relating to whistleblowing		
	3.4 Explain how practitioners can take steps to protect themselves within their everyday practice: <ul style="list-style-type: none"> <li>• in the work setting</li> <li>• during off-site visits</li> </ul>		
4. Understand how to respond to evidence or concerns that a child has been abused or harmed	4.1 Describe the possible <b>signs, symptoms, indicators and behaviours</b> that may cause concern in the context of safeguarding		
	4.2 Describe the actions to take in line with policies and procedures if a child alleges harm or abuse		
	4.3 Explain the rights that children, parents/carers have in situations where harm or abuse is suspected or alleged		
5. Understand how to respond to concerns that a child is or has been bullied	5.1 Explain different types of <b>bullying</b> and the potential effects on children: <ul style="list-style-type: none"> <li>• verbal</li> <li>• emotional</li> <li>• physical</li> <li>• cyber</li> <li>• other</li> </ul>		
	5.2 Outline the policies and procedures that should be followed in response to concerns of bullying		
	5.3 Explain how to support a child and their family when bullying is suspected or alleged		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
6. Be able to use child-centred practices to support children’s safety and wellbeing	6.1 Describe how Adverse Childhood Experiences (ACEs) are <b>factors</b> that can lead to or contribute to harm, abuse or neglect		
	6.2 Describe why some children, families and carers are at more risk from harm, abuse or neglect		
	6.3 Explain the <b>strategies</b> to support children’s self-confidence, self-esteem and resilience		
	6.4 Explain the importance of supporting self-confidence, self-esteem and resilience in children		
	6.5 Demonstrate how to support children’s self-confidence, self-esteem and resilience		
	6.6 Demonstrate how to work with children to ensure they have strategies to protect themselves and make decisions about safety and wellbeing		

## Unit 03 Safeguarding children – Theme 3 (J/618/1650) (cont'd)

### Assessment guidance

#### Delivery and assessment

##### 1.1 Legislation may include:

- Safeguarding Board Act (Northern Ireland) 2011
- Criminal Law Act (Northern Ireland) 1967
- The Children (Northern Ireland) Order 1995
- Children and Young People's Strategy 2017–2027 (Department for Education, 2016)
- Children's Services Co-operation Act (Northern Ireland) 2015
- Co-operating to Safeguard Children and Young People in Northern Ireland (Department of Health, 2017)
- Revised Regional Core Child Protection Policies and Procedures for Northern Ireland (Safeguarding Board for Northern Ireland, 2018).

##### 1.4 Other individuals:

- colleagues
- parents/carers
- other professionals.

3.1 **Roles:** in particular the Designated Child Protection Officer.

4.1 **Signs, symptoms, indicators and behaviours:** taking into consideration age and stage of development signs/symptoms, to include:

- physical
- sexual
- emotional
- neglect
- exploitation.

##### 5.1 Bullying may include:

- verbal (eg name-calling, insults, sarcasm, spreading rumours, persistent teasing)
- emotional (eg exclusion, tormenting, ridicule, humiliation)
- physical (eg pushing, kicking, hitting, pinching and other forms of violence or threats)
- cyber bullying (eg the use of information and communications technology, particularly mobile phones and the internet, deliberately to upset someone else)
- other types of bullying, which can relate to all the above, such as homophobic or gender-based, racist or relating to special educational needs and disabilities.

##### 6.1 Factors may include:

- parental/carer capacity
- community trauma
- environmental
- poverty
- intergenerational
- societal
- cultural.

**Unit 03 Safeguarding children – Theme 3 (J/618/1650) (cont'd)**

**Delivery and assessment (cont'd)**

6.3 **Strategies** could include:

- available and responsive adult
- being connected
- supporting emotional regulation
- sense of belonging
- nurturing environment
- sensitively supporting regression.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 03**

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

Assessor name:

Signature:

Date:

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



**Unit 04 Keeping children safe, healthy and well – Theme 4 (L/618/1651)**

<b>Unit summary</b>	In this unit learners will gain an understanding of how to plan to ensure children are kept safe in their environment. They will be able to recognise risks and understand steps to take in emergencies and incidents. They will also gain an understanding of minor ailments and national immunisation programmes for children.
<b>Credit value</b>	9
<b>Guided learning hours</b>	60
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	SCDCCLD0205, SCDCCLD0308, SCDCCLD0314, SCDCCLD0324, SCDCCLD0319

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand how to plan to ensure that health and safety considerations are identified and addressed	1.1 Outline legislation, standards and guidance to support planning for <b>healthy and safe environments</b>		
	1.2 Explain the principles of <b>risk assessment</b>		
	1.3 Explain the factors to take into account when planning safe and healthy indoor and outdoor environments and services		
	1.4 Explain how health and safety for children and others is monitored and maintained in a childcare setting		
2. Be able to recognise and manage risks to health, safety and security in an early years setting and off site	2.1 Outline minimum requirements for space and staff ratios in a range of early year settings		
	2.2 Explain why minimum requirements for space and staff ratios are necessary for: <ul style="list-style-type: none"> <li>• children’s safety</li> <li>• achieving balance of risk and challenge</li> </ul>		
	2.3 Demonstrate how to identify and manage potential hazards to health and safety including: <ul style="list-style-type: none"> <li>• the security of children, families and other visitors and colleagues</li> <li>• maintenance and cleanliness of equipment room/building/area of use</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	2.4 Undertake, monitor and review health and safety assessment: <ul style="list-style-type: none"> <li>• in own work setting</li> <li>• off site</li> <li>• in use of transport</li> </ul> 2.5 Reflect on how the implementation and review of health and safety assessments have: <ul style="list-style-type: none"> <li>• managed risk</li> <li>• balanced risk and challenge</li> </ul> 2.6 Demonstrate how children are encouraged to take a balanced approach to risk management                     2.7 Reflect on own practice in supporting children to assess and manage risk		
3. Know what to do in the event of a non-medical incident or emergency	3.1 Identify non-medical <b>incidents and emergencies</b> that may occur in the work setting                     3.2 Outline the actions to take in response to the following situations: <ul style="list-style-type: none"> <li>• fires</li> <li>• security incidents</li> <li>• emergency incidents</li> <li>• lock-ins</li> </ul>		
4. Know how to recognise and respond to children's minor illness, injury, infection, infestation and notifiable diseases	4.1 Identify the <b>common physical</b> and behavioural signs and symptoms of: <ul style="list-style-type: none"> <li>• <b>minor illness</b></li> <li>• <b>injury</b></li> <li>• infection</li> <li>• <b>infestation</b></li> <li>• <b>notifiable diseases</b></li> </ul> 4.2 Outline the factors and practices that increase the likelihood of infection                     4.3 Outline ways infections are transmitted                     4.4 Identify the incubation and infectious periods of: <ul style="list-style-type: none"> <li>• minor illness</li> <li>• notifiable diseases</li> </ul> 4.5 Explain why it is important to report and record child: <ul style="list-style-type: none"> <li>• minor illness</li> <li>• injury</li> <li>• infection</li> <li>• infestations</li> <li>• notifiable diseases</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	4.6 Summarise procedures for reporting: <ul style="list-style-type: none"> <li>• minor illness</li> <li>• injury</li> <li>• infection</li> <li>• infestations</li> <li>• notifiable diseases</li> </ul>		
	4.7 Outline the potential impact on a child's health by not taking appropriate treatment		
	4.8 Outline how to work in a child-centred way when a child becomes ill or injured		
5. Know about national immunisation programmes for common childhood illnesses and notifiable diseases	5.1 Outline the aims of national immunisation programmes		
	5.2 Explain the importance of being supportive and non-judgemental of parental immunisation choice		
	5.3 Describe the possible reactions children may have to immunisation: <ul style="list-style-type: none"> <li>• behavioural</li> <li>• physical</li> </ul>		
	5.4 Outline the actions to take when there are concerns about children's reactions to immunisations		
6. Be able to follow infection control procedures	6.1 Outline procedures for infection control in own work setting		
	6.2 Describe personal protective clothing that is used to prevent the spread of infection		
	6.3 Use personal protective equipment as appropriate		
	6.4 Use handwashing techniques to avoid the spread of infection		
	6.5 Demonstrate safe disposal of waste to avoid the spread of infection		
7. Contribute to the safe handling of medication	7.1 Explain the relevant guidance, policy and procedures for handling medication within your work setting governing the: <ul style="list-style-type: none"> <li>• receipt</li> <li>• storage</li> <li>• administration</li> <li>• recording</li> <li>• disposal</li> <li>• parental consent</li> <li>• refusal</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	7.2 Explain how the policy and procedures of the work setting protect both children and practitioners		
	7.3 Outline the links between misadministration of medication and safeguarding		
8. Be able to promote health and wellbeing for children	8.1 Explain how to promote children's health and wellbeing in early years services		
	8.2 Describe the role of key health professionals and sources of professional advice in promoting positive health and wellbeing for children, their families and carers		
	8.3 Work in partnership with health professionals and others to promote children's health and wellbeing		

## Unit 04 Keeping children safe, healthy and well – Theme 4 (L/618/1651) (cont'd)

### Assessment guidance

Delivery and assessment
<p>1.1 <b>Healthy and safe environments</b> could include policies and procedures around quality of care, physical care, monitoring and evaluation, food and drink and lone working etc.</p> <p>1.2 <b>Risk assessment:</b> Health and Safety NI 5 steps risk assessment.</p> <p>3.1 <b>Incidents and emergencies</b> may include incidents such as non-serious falls/bumps/stings/bites/sprains/minor falls; injuries including biting; emergencies such as missing children; evacuation.</p> <p>4.1 <b>Common physical</b> may include:</p> <ul style="list-style-type: none"><li>• recognising signs of illness such as fever, rashes, diarrhoea, sickness</li><li>• recognising signs of injury such as fractures and unconsciousness.</li></ul> <p>4.1 <b>Minor illness:</b> cough, cold, earache, sore throat, croup, fever and high temperature, diarrhoea and vomiting, sunburn, heatstroke. <b>Injury:</b> such as fractures and unconsciousness. <b>Infestation:</b> ringworm, tapeworm, head lice, herpes simplex, impetigo, conjunctivitis, scabies. <b>Notifiable diseases:</b> mumps, rubella, polio, chicken pox, viral/bacterial meningitis, food poisoning, gastroenteritis, whooping cough, scarlet fever.</p>

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 04</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Unit 05 Support children’s personal care and nutrition – Theme 5 (R/618/1652)**

<b>Unit summary</b>	In this unit learners will be able to plan and provide high-quality nutrition to meet the needs of growing babies and children. They will also provide high levels of hygiene during meal times. Learners will be able to provide respectful physical care routines.
<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	SCDCCLD0208, SCDCCLD0314, SCDCCLD0307,

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Be able to ensure babies and young children receive high-quality, balanced nutrition to meet their growth and development needs	1.1 Plan balanced meals, snacks and drinks for babies and young children in line with current government guidance on nutritional needs: <ul style="list-style-type: none"> <li>• 0–6 months</li> <li>• 6 months–1 year</li> <li>• 1 year–4 years</li> <li>• 5 years and over</li> </ul>		
	1.2 Explain the benefits of breast milk		
	1.3 Describe a suitable environment that supports the continuation of breast feeding		
	1.4 Outline best practice in preparation of formula feeds		
	1.5 Describe the benefits of healthy meals and snacks for young children		
	1.6 Describe the possible consequences of an unhealthy diet: <ul style="list-style-type: none"> <li>• short-term</li> <li>• long-term</li> </ul>		
	1.7 Explain why young children should have access to fresh drinking water at all times		
	1.8 Explain why it is important to follow parents’/carers’ instructions in respect of their babies and/or young child’s <b>dietary requirements</b> and preferences		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	1.9 Identify the dietary requirements of different cultural or religious groups		
2. Be able to support hygiene during meal or snack times	1.10 Provide appropriate interaction during mealtimes to nurture independence skills		
	2.1 Explain the importance of personal hygiene at meal and snack times		
	2.2 Demonstrate good hygiene practice: <ul style="list-style-type: none"> <li>• in relation to own role</li> <li>• to support young children’s self-help skills and learning and development</li> </ul>		
	2.3 Demonstrate ways of encouraging young children’s personal hygiene at meal and/or snack times		
3. Be able to provide respectful physical care routines for babies and/or young children to support their health and development	3.1 Plan daily and weekly routines for babies and young children to meet individual needs		
	3.2 Explain current advice on minimising the potential of sudden infant death syndrome in everyday routines for babies		
	3.3 Explain principles of <b>toilet training</b> and how this is incorporated into routines		
	3.4 Respectfully engage with babies or young children to provide personalised physical care tailored to their needs and encourage their learning and development		
	3.5 Take into account the <b>preferences of carers</b> in the provision of physical care and explain why this is important		
	3.6 Explain the purpose of the intimate-care policy and guidelines		
	3.7 Explain when and why babies and young children require periods of quiet to rest and sleep		
	3.8 Evaluate daily and weekly routines making recommendations to support positive outcomes and progression		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
4. Understand the importance of physical activity and the development of movement skills for babies and young children’s development, health and wellbeing	4.1 Explain why physical activity is important to the short- and long-term health and wellbeing of babies and young children		
	4.2 Explain the development of <b>movement skills</b> in babies and young children and how these skills affect <b>other aspects</b> of development		
	4.3 Explain the importance of building physical activity into everyday routines		
5. Be able to provide and support a safe and challenging environment for babies and/or young children that encourages physical activity and the development of movement skills	5.1 Plan opportunities and experiences for physical activity within everyday routines		
	5.2 Prepare environments to support babies and/or young children to develop, practise and extend their movement skills, according to need, age and ability		
	5.3 Evaluate how planned environments and opportunities have developed babies and/or young children’s movement skills allowing for risk and challenge		
	5.4 Explain the importance of natural outdoor environments for babies and/or young children’s physical activity and movement skills		



## Unit 05 Support children's personal care and nutrition – Theme 5 (R/618/1652) (cont'd)

### Assessment guidance

#### Delivery and assessment

1.8 **Dietary requirements:** food intolerances or allergies.

3.3 **Toilet training** may include:

- encouraging and praising
- treating child with respect and avoiding guilt
- working in partnership with carers
- flexible child-centred approach
- starting training when the child is ready and not rushing process
- being positive and supportive to the child's efforts
- structuring physical environment to facilitate training
- avoiding confrontation
- providing plenty of fluids and fibre to prevent hard stools
- appropriate accommodations to support inclusion eg children with additional needs or cultural differences.

3.5 **Preferences of carers** could include culture, ethnicity, gender etc.

4.2 **Movement skills:**

- agility
- balance
- co-ordination
- fine motor skills
- gross motor skills.

4.2 **Other aspects:**

- brain development
- cognition
- mood or mental health
- heart health or cardiovascular health
- attention span
- future or lifelong health outcomes.

**Unit 05 Support children's personal care and nutrition – Theme 5 (R/618/1652) (cont'd)**

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 05**

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

Assessor name:

Signature:

Date:

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

**Unit 06 Supporting children’s development – Theme 6 (Y/618/1653)**

<b>Unit summary</b>	In this unit learners will gain an understanding of the expected development patterns for children. They will also investigate factors that can influence development and the importance of early intervention. They will be able to assess development and support the provision of environments that promote development. They will also be able to support children’s development of speech, language and communication, along with supporting children’s behaviour.
<b>Credit value</b>	9
<b>Guided learning hours</b>	60
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	SCDCCLD0203, SCDCCLD0303, SCDCCLD0310, SCDCCLD0313, SCDCCLD0325, SCDCCLD0409

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the expected pattern of development for babies and young children from preconception to 12 years	1.1 Explain the pattern, sequence and rate of <b>development</b> in the following: <ul style="list-style-type: none"> <li>• preconception–birth</li> <li>• birth–3 years</li> <li>• 3–5 years</li> <li>• 5–7 years</li> <li>• 7–12 years</li> </ul>		
	1.2 Explain the difference between sequence of development and rate of development and why the difference is important		
	1.3 Explain how learning and development interconnect and that learning may take place in different ways		
	1.4 Explain how <b>maternal health</b> and ill-health can impact on child development		
2. Understand the factors that influence children’s development and how these impact practice	2.1 Explain how children’s development is influenced by a range of <b>personal factors</b>		
	2.2 Explain how children’s development is influenced by a range of <b>external factors</b>		
	2.3 Explain how <b>theories of development, approaches and frameworks to support development</b> influence current practice		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	2.4 Outline how <b>neuroscience</b> has influenced our understanding of child development in the early years		
	2.5 Analyse the different types of attachment and how these may <b>impact</b> on the development of babies and children: <ul style="list-style-type: none"> <li>• secure</li> <li>• avoidance</li> <li>• anxious</li> <li>• insecure</li> <li>• ambivalent</li> <li>• disorganised</li> </ul>		
	2.6 Explain how responsive and secure relationships with parents/carers and key workers promotes holistic learning and development in babies and children		
	2.7 Explain the <b>features of an environment</b> that promotes the development of children in each of the following age ranges: <ul style="list-style-type: none"> <li>• 0–1 years</li> <li>• 2–3 years</li> <li>• 3–5 years</li> <li>• 6–12 years</li> </ul>		
	2.8 Describe the role of schemas in child development and learning		
3. Be able to support the provision of environments that promote the development of babies and/or young children	3.1 Plan an environment that promotes the holistic development of babies and/or young children that supports <b>key areas of learning</b>		
	3.2 Use the environment to promote the holistic learning and development of babies and/or young children		
	3.3 Evaluate how the environment provides for the holistic learning and development of babies and/or young children		
4. Be able to assess and monitor the development needs of babies and/or young children	4.1 Explain the <b>factors</b> that need to be taken into account when assessing the progress of development		
	4.2 Explain how to monitor babies and/or young children’s development using different <b>methods</b>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	4.3 Undertake assessments of babies and/or young children's holistic development and learning needs in the following areas: <ul style="list-style-type: none"> <li>• physical</li> <li>• intellectual/cognitive</li> <li>• social, emotional and behavioural</li> <li>• communication</li> <li>• moral</li> </ul> 4.4 Evaluate assessment method used		
	4.5 Produce an individual child <b>development plan</b> in partnership with the child, their parents/carers		
	4.6 Implement the plan according to own role and responsibilities, taking into account short, medium and long-term goals		
	4.7 Evaluate and revise the plan in partnership with the child, parents/carers		
5. Understand how early intervention supports babies and young children's holistic learning and development	5.1 Explain what is meant by the term 'early intervention'		
	5.2 Explain the <b>reasons</b> why babies and young children's development may not follow the expected pattern		
	5.3 Explain how disability may affect development		
	5.4 Explain how <b>different types of intervention, programmes</b> , agencies and services can promote positive outcomes for babies and young children where development is not following the expected pattern		
6. Be able to support babies and/or young children during transitions	6.1 Explain how different types of <b>transitions</b> can affect babies and/or young children's development		
	6.2 Plan and implement programmes to support transitions		
	6.3 Evaluate the impact of having positive relationships during periods of transition with: <ul style="list-style-type: none"> <li>• babies and/or young children</li> <li>• parents/carers</li> <li>• others</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
7. Understand the importance of speech, language, communication and literacy for children’s overall development	7.1 Explain how speech, language and communication skills support each of the following areas in babies and young children’s development: <ul style="list-style-type: none"> <li>• learning</li> <li>• emotional</li> <li>• behaviour</li> <li>• social</li> </ul>		
	7.2 Explain how using opportunities to develop literacy skills can support young children’s overall development		
	7.3 Describe the potential impact of speech, language and communication needs on the overall development of a child: <ul style="list-style-type: none"> <li>• during early childhood</li> <li>• throughout their life</li> </ul>		
	7.4 Explain the importance of undertaking individual assessments of babies and young children to support their speech and language during the settling in period		
	7.5 Explain the strategies used to support and extend the speech, language and communication development of babies and young children		
	7.6 Explain the <b>positive impact</b> of adult support for babies and young children, and parents/carers		
	7.7 Review how the environment provides effective support for speech, language and communication for all babies and/or young children		
	7.8 Evaluate the effectiveness of own practice on speech, language and communication support for babies and young children		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
8. Be able to provide support for the speech, language and communication development of children	8.1 Explain what is meant by the term 'language rich environment'		
	8.2 Demonstrate <b>methods</b> of providing support, taking into account: <ul style="list-style-type: none"> <li>• age</li> <li>• specific needs</li> <li>• abilities</li> <li>• home language where this is different from that of setting</li> <li>• interests</li> </ul>		
	8.3 Work with children to develop speech, language and communication: <ul style="list-style-type: none"> <li>• on a 1:1 basis</li> <li>• in groups</li> </ul>		
	8.4 Explain how play and activities are used to support the development of speech, language and communication		
	8.5 Review how the environment provides effective support for speech, language and communication for children		
	8.6 Evaluate the effectiveness of own practice on speech, language and communication support for children		
9. Understand the importance of early intervention to support the speech, language and communication needs of children	9.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition		
	9.2 Explain how multi-agency teams work together to support speech, language and communication		
	9.3 Explain how play and activities support early intervention programmes		
10. Be able to support children's behaviour	10.1 Describe expected behaviours linked to children's age and stage of development		
	10.2 Explore factors and circumstances that may <b>influence</b> children's behaviour		
	10.3 Explore the concept of children's behaviour as a method of communication		
	10.4 Demonstrate how the policies and procedures of the work setting contribute to the understanding and support of children's behaviour		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	10.5 Explore emerging strategies/models that promote best practice and <b>partnership working</b>		
	10.6 Use observations to inform planned child-centred interventions		
	10.7 Support children to develop appropriate strategies to self-regulate their behaviour in partnership with parents/carers and others		
	10.8 Explain the process for recording and referring behaviour concerns		



## Unit 06 Supporting children's development – Theme 6 (Y/618/1653) (cont'd)

### Assessment guidance

Delivery and assessment
<p><b>1.1 Development:</b></p> <ul style="list-style-type: none"><li>• physical</li><li>• intellectual/cognitive</li><li>• social, emotional and behavioural</li><li>• communication</li><li>• moral.</li></ul> <p><b>1.4 Maternal health</b> to include mental health.</p> <p><b>2.1 Personal factors</b> may include:</p> <ul style="list-style-type: none"><li>• health status</li><li>• disability</li><li>• sensory</li><li>• impairment</li><li>• learning difficulties.</li></ul> <p><b>2.2 External factors</b> may include:</p> <ul style="list-style-type: none"><li>• poverty and deprivation</li><li>• family environment and background</li><li>• personal choices</li><li>• looked after/care status</li><li>• education.</li></ul> <p><b>2.3 Theories of development</b> may include:</p> <ul style="list-style-type: none"><li>• cognitive (eg Piaget)</li><li>• psychoanalytic (eg Freud)</li><li>• humanist (eg Maslow)</li><li>• social learning (eg Bandura)</li><li>• operant conditioning (eg Skinner)</li><li>• behaviourist (eg Watson).</li></ul> <p><b>2.3 Frameworks to support development</b> may include:</p> <ul style="list-style-type: none"><li>• social pedagogy</li><li>• HighScope</li><li>• Montessori</li><li>• Reggio Emilia</li><li>• Steiner</li><li>• Solihull.</li></ul> <p><b>2.4 Neuroscience</b> could include: importance of bonding and attachment, childhood experiences, neglect etc.</p> <p><b>2.5 Impact:</b></p> <ul style="list-style-type: none"><li>• effects on social and emotional development and emotional security</li><li>• effects on ability to settle, take risks and make the most of learning opportunities</li><li>• possible effects on short- and long-term mental health</li><li>• effects on relationships with parents and professional carers.</li></ul>

## Unit 06 Supporting children's development – Theme 6 (Y/618/1653) (cont'd)

### Delivery and assessment (cont'd)

#### 2.7 Features of an environment may include:

- safe and secure
- nurturing
- stimulating and attractive
- well-planned and organised
- personalised and inclusive
- encouraging and practising participation
- regulatory requirements met
- meeting individual and group needs
- providing appropriate risk and challenge
- involving parents and carers where appropriate to setting
- taking into account personal and external factors
- providing specific activities such as play, learning, home visiting
- measuring outcomes
- communicating effectively
- showing appropriate empathy and understanding
- supporting babies and children rights.

#### 3.1 Key areas of learning may include:

- creativity and creative learning
- mathematical experiences
- World Around Us
- music, rhythm and rhyme
- language, literacy and communication experiences
- physical development and movement
- personal and social.

#### 4.1 Factors may include:

- confidentiality and when, for the safety of the child or young person, confidentiality must be breached
- children's wishes and feelings
- ethnic, linguistic and cultural background
- disability or specific requirements (additional needs)
- reliability of information
- avoiding bias.

#### 4.2 Methods may include:

- observations
- assessment framework/s
- standard measurements
- information from parent, carers, children, other professionals and colleagues.

4.5 **Development plan:** encouraging child or young person to take responsibility for own development should feature in plan.

## Unit 06 Supporting children's development – Theme 6 (Y/618/1653) (cont'd)

### Delivery and assessment (cont'd)

#### 5.2 Reasons may include:

- disability
- emotional
- physical
- environmental
- cultural
- social
- learning needs
- communication.

#### 5.4 Different types of interventions may include:

- Sure Start
- social worker
- speech and language therapist
- psychologist
- psychiatrist
- youth justice
- physiotherapist
- nurse specialist (diabetes, asthma etc)
- additional learning support
- assistive technology
- health visitor
- occupational therapist
- Child and Adolescence Mental Health Services (CAMS)
- educational support
- agencies/services.

#### 5.4 Programmes: sector-specific programmes such as Eager and Able to Learn, Sure Start Development for 2–3 year olds etc.

#### 6.1 Transitions may include:

- home to early years setting
- transiting within and across early years settings and services, including primary school
- changes to key worker and other staff
- family breakdown and separation
- emotional, affected by personal experience eg illness, hospitalisation, bereavement, entering/leaving care
- physical eg moving to a new educational establishment, a new home/locality
- long-term medical conditions
- smaller daily transitions
- arriving and leaving
- physical care
- moving from one activity to another.

**Unit 06 Supporting children's development – Theme 6 (Y/618/1653) (cont'd)**

**Delivery and assessment (cont'd)**

7.5 **Positive impact** may include improvement in:

- speech, language and communication skills
- social interaction
- behaviour
- emotional development/self-confidence.

8.2 **Methods** may include:

- adapting own language
- scaffolding the child's language
- giving children the time and opportunity to communicate
- facilitating communication between children
- learning through play
- working with carers.

10.2 **Influence** could include:

- environment
- separation from parent/carer
- special needs
- gender
- continuity
- consistency of approach
- other children
- childhood experiences benevolent/adverse
- staff interaction with adults and children
- culture.

10.5 **Partnership working:**

- parents/carers
- other professionals
- colleagues.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 06**

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

Assessor name:

Signature:

Date:

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

**Unit 07 Supporting children’s play opportunities and experiences of play – Theme 7 (D/618/1654)**

<b>Unit summary</b>	In this unit learners will gain an understanding of the importance of providing play experiences and opportunities for creative development for children, in order to support and encourage their holistic development.
<b>Credit value</b>	8
<b>Guided learning hours</b>	40
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	SCDCCLD0206, SCDCCLD0208, SCDCCLD0307

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the value of play and your role in supporting play	1.1 Describe the value of play, taking into consideration: <ul style="list-style-type: none"> <li>• The UN Convention on the Rights of the Child (UNCRC) (1989)</li> <li>• Northern Ireland legislative framework</li> <li>• Northern Ireland curriculum guidance</li> <li>• Northern Ireland regulatory standards</li> <li>• play-based learning</li> <li>• holistic approach</li> <li>• risk and challenge</li> </ul>		
	1.2 Explore current <b>theories</b> on how children learn through play		
	1.3 Describe the different <b>types</b> and stages of play and how play influences the development and the wellbeing of the child		
	1.4 Explain the relevance and implementation of the setting’s play policy		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	1.5 Analyse the role of the practitioner when: <ul style="list-style-type: none"> <li>• engaging with children</li> <li>• supporting extended learning</li> <li>• enabling sustained shared thinking</li> <li>• promoting physical activity</li> <li>• providing for children’s additional needs</li> <li>• balancing adult-led and child-initiated play</li> <li>• supporting parents to provide playful opportunities in the home environment</li> </ul>		
2. Be able to identify schemas during children’s play	2.1 Outline common schemas		
	2.2 Describe the role of the practitioner in supporting learning and development through <b>schematic play</b>		
	2.3 <b>Support parents</b> in recognising schemas during play and awareness of how to support these		
3. Be able to support play opportunities and experiences, indoor and outdoor, that promote health, wellbeing and learning and development	3.1 Explain the importance of planning <b>play opportunities</b> to meet the needs, abilities and interest of children: <ul style="list-style-type: none"> <li>• 0–2 years 11 months</li> <li>• 3 years–5 years 11 months</li> </ul>		
	3.2 Plan play opportunities and experiences to support children’s learning and development, health and wellbeing to include: <ul style="list-style-type: none"> <li>• creativity and creative learning</li> <li>• mathematical experiences</li> <li>• World Around Us</li> <li>• music, rhythm and rhyme</li> <li>• language, literacy and communication experiences</li> <li>• physical development and movement</li> <li>• personal and social</li> </ul>		
	3.3 Implement the play opportunities and experiences to support children’s health, wellbeing, learning and development		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	3.4 Reflect on children’s participation during the play opportunities and experiences to include: <ul style="list-style-type: none"> <li>• creativity and creative learning</li> <li>• mathematical experiences</li> <li>• World Around Us</li> <li>• music, rhythm and rhyme</li> <li>• language, literacy and communication experiences</li> <li>• physical development and movement</li> <li>• personal and social</li> <li>• impact of provocation and improvisation</li> </ul>		
	3.5 Seek and respond to children’s feedback after play opportunities and experiences		
	3.6 Reflect on own practice and learning during and after the play opportunities and experiences		
	3.7 Investigate other <b>support/sources of information</b> and resources that can be used to contribute to, enrich and extend play opportunities and experiences		
4. Be able to support an enabling and accessible indoor and outdoor play environment for all children	4.1 Describe what is meant by an enabling play environment		
	4.2 Use child-centred approaches to engage children in playful opportunities and experiences		
	4.3 Support children to explore and investigate playful opportunities or experiences		
	4.4 Provide flexible and varied opportunities, experiences and <b>resources</b> to support children’s play choices		
	4.5 Respond to children’s play interests and play cues		
	4.6 Create <b>areas of engagement and interest</b> that illustrate children’s learning and development journey		
	4.7 Show interest and encourage children during play opportunities and experiences		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	4.8 Prepare a <b>range of play</b> opportunities and experiences, including provocation and improvisation, that enable children to engage at their own pace		
5. Be able to support children’s play and learning through risk and challenge	5.1 Explain the value of risk and challenge in children’s play, learning and development		
	5.2 Evaluate why it is important for children to be able to manage risk and challenge for themselves		
	5.3 Provide opportunities for children to balance risk and challenge in line with health and safety requirements during their play: <ul style="list-style-type: none"> <li>• indoors</li> <li>• outdoors</li> </ul>		



## Unit 07 Supporting children's play opportunities and experiences of play – Theme 7 (D/618/1654) (cont'd)

### Assessment guidance

#### Delivery and assessment

1.2 **Theories** could include current play theorists such as:

- Janet Moyles
- Tina Bruce
- Mildred Parten
- Bob Hughes
- Chris Athey
- Jerome Bruner
- Sarah Solis.

1.3 **Types** may include:

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

2.2 **Schematic play** includes careful observation and planning to identify when schemas are occurring and how the environment can be adapted or modified accordingly to extend children's learning and interest.

2.3 **Support parents** may include:

- records of meeting with parent/s
- direct observation of student with parent/s
- professional discussion
- reflective account or work product shared with parent/s, such as a leaflet, display or factsheet, with examples of how to identify and support schemas through incidental as well as planned play experiences.

3.1 **Play opportunities** – may include the use of ICT which is appropriate for age and stage of development. Use provocation and improvisation.

**Unit 07 Supporting children's play opportunities and experiences of play – Theme 7 (D/618/1654)  
(cont'd)**

**Delivery and assessment (cont'd)**

**3.7 Support/sources of information** may include:

- websites
- approaches
- documents
- apps
- current thinking.

**4.4 Resources** may include:

- toy libraries
- equipment loan schemes
- free and found
- natural and manufactured, traditional and untraditional
- loose parts etc.

**4.6 Areas of engagement and interest:** display of children's artefacts/evidence that illustrates their journey.

**4.8 Range of play** may include:

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

**Unit 07 Supporting children's play opportunities and experiences of play – Theme 7 (D/618/1654)  
(cont'd)**

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 07**

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

Assessor name:

Signature:

Date:

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

**Unit 08 Contribute to the support of children with disabilities and/or special needs – Theme 8  
(H/618/1655)**

<b>Unit summary</b>	This unit will provide learners with understanding, knowledge and skills to support children with disabilities and/or special needs.
<b>Credit value</b>	6
<b>Guided learning hours</b>	40
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory
<b>NOS mapping</b>	SCDCCLD0209, SCDCCLD0321, SCDCCLD0339

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the difference between medical, social and psycho-social models of disability	1.1 Compare and contrast the medical, social and psycho-social models of disability		
	1.2 Outline how each of the models have developed and evolved over time		
	1.3 Explain how attitude and values influence models of disability and the impact on: <ul style="list-style-type: none"> <li>• equality, diversity and inclusion</li> <li>• rights</li> <li>• autonomy</li> <li>• the needs of individuals</li> <li>• access to services</li> </ul>		
2. Understand how the adoption of models of disability impact on the wellbeing and quality of life of individuals	2.1 Analyse how the medical, social and psycho-social models of disability can impact on an individual’s identity and experience		
	2.2 Describe how each model of disability affects the way early years services are provided		
	2.3 Outline how support services can improve the life chances of children with additional needs		
3. Understand how additional needs can occur	3.1 Explain <b>potential</b> causes of additional needs		
	3.2 Explain the term ‘co-morbidity’		
	3.3 Describe <b>potential co-morbidity</b> associated with additional needs		

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

**Unit 08 Contribute to the support of children with disabilities and/or special needs – Theme 8  
(H/618/1655) (cont'd)**

**Assessment guidance**

**Delivery and assessment**

3.1 **Potential** to include:

- acquired
- congenital
- genetic.

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 08**

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

Assessor name:

Signature:

Date:

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

**Unit 09 Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (F/600/9777)**



<b>Unit summary</b>	This unit will provide learners with an in-depth understanding of the effects of poverty and disadvantage on children and young people.
<b>Credit value</b>	5
<b>Guided learning hours</b>	40
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the factors that may impact on the outcomes and life chances of children and young people	1.1 Identify the <b>factors</b> that impact on outcomes and life chances for children and young people		
	1.2 Explain the critical importance of poverty in affecting outcomes and life chances		
	1.3 Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children and young people		
	1.4 Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children and young people		
2. Understand how poverty and disadvantage affect children and young people's development	2.1 Analyse how poverty and disadvantage may affect children and young people's: <ul style="list-style-type: none"> <li>• physical development</li> <li>• social and emotional development</li> <li>• communication development</li> <li>• intellectual development</li> <li>• learning</li> </ul>		
3. Understand the importance of early intervention for children and young people who are disadvantaged and vulnerable	3.1 Explain what is meant by both disadvantage and vulnerability		
	3.2 Explain the importance of early intervention for disadvantaged and/or vulnerable children and young people		
	3.3 Evaluate the impact of early intervention		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
4. Understand the importance of support and partnership in improving outcomes for children and young people who are experiencing poverty and disadvantage	4.1 Research the policy and guidance impacting on support services at national level, and evaluate how this operates at local level		
	4.2 Explain how carers can be engaged in the strategic planning of services		
	4.3 Analyse how practitioners can encourage carers to support children and young people’s learning and development		
	4.4 Explain how the interface with adult services is structured so that the needs of children and young people whose carers are users of services are taken into account		
5. Understand the role of the practitioner in supporting children and young people who are <b>vulnerable</b> and experiencing poverty and disadvantage	5.1 Explain how positive practice with children and young people who are experiencing poverty and disadvantage may increase resilience and self-confidence		
	5.2 Explain why it is important for practitioners to have high expectations of, and ambitions for, all children and young people regardless of their circumstances and background		
	5.3 Analyse how and why practitioners should act as agents and facilitators of change in own work setting		



## Unit 09 Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage (F/600/9777) (cont'd)

### Assessment guidance

#### Delivery and assessment

1.1 **Factors.** There are many factors impacting on children and young people's life chances. This may include:

- poverty
- social and community pressures
- health status
- abuse and neglect
- violent and/or offending family or personal backgrounds
- race, gender, sexual orientation
- asylum seeking or victims of trafficking.

Learning outcome 5: meaning of **vulnerable** child (young person): a child (young person) (and their family) who needs some additional support in order to reach the best outcomes, because of their social, economic, physical, emotional or family circumstances.

#### Learner declaration of authenticity:

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

Learner signature:

Date:

#### Assessor sign off of completed unit: Unit 09

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

Assessor name:

Signature:

Date:

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

**Unit 10 Support disabled children and young people and those with specific requirements  
(T/601/0134)**

<b>Unit summary</b>	The unit is designed to assess competence in supporting disabled children or young people and those with specific needs in partnership with their carers. It also includes partnership working with other agencies and professionals.
<b>Credit value</b>	6
<b>Guided learning hours</b>	45
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	SCDCCLD0209, SCDCCLD0339

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the principles of working inclusively with disabled children and young people and those with specific requirements	1.1 Outline the legal entitlements of disabled children and young people for equality of treatment and the principles of working inclusively placing the child/young person in the centre		
	1.2 Compare service-led and child and young person-led models of provision for disabled children and young people		
	1.3 Critically analyse the difference between the social model and medical model of disability and how each model affects provision		
	1.4 Explain the importance of: <ul style="list-style-type: none"> <li>• advocacy</li> <li>• facilitated advocacy for children and young people who require it</li> <li>• the personal assistant role</li> </ul>		
	1.5 Explain the importance of encouraging the participation of disabled children and young people		
2. Be able to work in partnership with families with disabled children or young people and those with specific requirements	2.1 Explain the concepts and principles of partnership with carers of disabled children and young people and those with specific requirements		
	2.2 Explain the <b>types of support and information</b> carers may require		
	2.3 Demonstrate in own practice partnership working with families		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements	3.1 Demonstrate in own practice engagement with disabled children or young people		
	3.2 Encourage children or young people to express their preferences and aspirations in their chosen way of communication		
	3.3 Demonstrate in own practice how to work with children or young people and their families to <b>assess</b> a child or young person's learning, play or leisure needs, identifying solutions to any barriers according to the principles of inclusion		
	3.4 Develop a plan with an individual child or young person to support learning, play or leisure needs		
	3.5 Implement the learning, play or leisure plan according to own role and responsibility, explaining and evaluating its effectiveness and suggesting changes for the future		
4. Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements	4.1 Demonstrate in own practice how barriers which restrict children and young people's access are overcome		
	4.2 Explain the importance of evaluating and challenging existing practice and becoming an agent of change		
	4.3 Explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour		
	4.4 Describe the impact of disability within different cultures and the importance of culturally sensitive practice		
	4.5 Explain the importance of systems of monitoring, reviewing and evaluating services for disabled children and young people		
5. Understand how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements	5.1 Explain the roles and responsibilities of partners that are typically involved with disabled children and young people and those with specific requirements		
	5.2 Analyse examples of multi-agency and partnership working from own practice		

## Unit 10 Support disabled children and young people and those with specific requirements (T/601/0134) (cont'd)

### Assessment guidance

#### Delivery and assessment

##### 2.2 Types of support and information:

- learning to use sign language
- Makaton
- speech board
- social and emotional, such as coming to terms with impact of disability on own family
- financial
- information about services and availability
- information about children's and families' rights.

##### 3.3 Assess a child or young person's learning, play or leisure needs using:

- observations
- information from others
- preferences of the child or young person
- finding solutions to obstacles
- looking at how to overcome barriers.

#### Learner declaration of authenticity:

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

Learner signature:

Date:

#### Assessor sign off of completed unit: Unit 10

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

Assessor name:

Signature:

Date:

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

**Unit 11 Support children or young people in their own home (K/601/0132)**

<b>Unit summary</b>	This unit is aimed at support workers who work with children or young people and their carers in the community. It provides the understanding and skills required to work in someone else’s home in order to support the achievement of positive outcomes.
<b>Credit value</b>	4
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	SCDCCLD0320

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand roles and responsibilities in relation to supporting children or young people in their own home	1.1 Outline the policies and procedures and codes of practice that set out responsibilities in supporting children or young people in their home		
	1.2 Explain why it is important to be reliable and dependable when working with children or young people in their own home		
	1.3 Explain how both formal and informal risk assessments are carried out when working with children or young people in their own home		
	1.4 Explain what needs to be recorded when working with children or young people in their own home		
	1.5 Give examples of any areas that may give cause for concern when working with children or young people in their own home and the actions that should be taken in each case		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
2. Be able to build positive relationships with children or young people and their carers when working in their home	2.1 Explain the importance of gathering information about the needs and preferences of children or young people		
	2.2 Demonstrate methods of gathering information about the needs and preferences of children or young people		
	2.3 Evaluate the complexities of developing relationships with children or young people in their own home as a professional worker		
	2.4 Explain why a sensitive approach is needed when working with children or young people in their own home		
	2.5 Explain steps that can be taken to resolve conflicts or difficulties with children, young people or carers		
3. Be able to provide support for children or young people to engage in activities that meet their needs and preferences	3.1 Demonstrate how activities with children or young people are planned to include: <ul style="list-style-type: none"> <li>• preparation of the environment</li> <li>• preparation of resources</li> <li>• consideration of the level of support required</li> </ul>		
	3.2 Demonstrate how children or young people are supported to engage in activities that meet their needs and preferences		
	3.3 Reflect on the success of activities carried out with children or young people and how planning and implementation of these are reviewed as a result		

**Unit 11 Support children or young people in their own home (K/601/0132) (cont'd)**

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 11**

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

Assessor name:

Signature:

Date:

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

**Unit 12 Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children (H/502/4682)**



<b>Unit summary</b>	This unit aims to help enable parents to better understand the range of needs of their children and to help them identify ways of meeting these needs.
<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	SCDCCLD0322, SCDCCLD0317

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Know how to enable parents to understand and respond to children's feelings and behaviours	1.1 Explain the importance of modelling behaviour for children and parents		
	1.2 Explain the effects of harsh parenting on children		
	1.3 Explain the importance of boundaries		
	1.4 Explain parental strategies for holding boundaries		
	1.5 Explain ways of promoting children's progression towards self-discipline		
	1.6 Explain and demonstrate how to enable parents to understand their children's feelings and behaviour		
	1.7 Explain and demonstrate how to enable parents to assist children to recognise their feelings		
	1.8 Explain how to enable parents to identify strategies for them and their children to manage conflict		
	1.9 Explain when particular/specialist help is needed, and how to refer parents to appropriate services		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
2. Understand how to support parents to interact with their children in positive ways	2.1 Explain why parents must balance parental authority and the developing autonomy of their children, and how they can be supported in this		
	2.2 Explain and demonstrate how to support parents to develop clear and developmentally appropriate ways of communication with their children		
	2.3 Explain and demonstrate how parents can be supported to help their children understand the effect of their actions on others		
3. Understand how to develop parents’ knowledge of how to support children’s play, learning and creativity	3.1 Explain the role of play in children’s development		
	3.2 Explain ways in which parents can support children’s play in developmentally appropriate ways		
	3.3 Explain how children can be encouraged to take the lead and develop their own ideas		
	3.4 Describe sources of information and advice for parents on meeting children’s play and learning needs		
4. Understand how to work with parents to find positive ways to meet children’s physical needs	4.1 Explain how to raise parents’ awareness of common hazards and risks to children’s safety inside and outside the home		
	4.2 Explain how to enable parents to find strategies for addressing eating and sleeping issues		
	4.3 Describe sources of information and advice on meeting children’s physical needs		
5. Understand how to reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	5.1 Reflect on own practice in enabling parents to develop ways of handling relationships and behaviour that contribute to everyday life with children, identifying strengths and areas for development		

**Unit 12 Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children (H/502/4682) (cont'd)**

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 12**

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

Assessor name:

Signature:

Date:

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

**Unit 13 Engage fathers in their children's early learning (Y/502/4663)**



<b>Unit summary</b>	This unit aims to enable the learner to gain the understanding and ability to work with fathers to engage them in their children's early learning.
<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	SCDCCLD0317, SCDCCLD0322

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the policy context and research that underpins the involvement of fathers in their children's early learning	1.1 Explain key research studies that show the importance of fathers' involvement in their children's early learning		
	1.2 Summarise the role of a father in family life, structure and functioning in diverse communities		
	1.3 Explain the concept of positive home learning environments and ways of promoting and supporting them		
	1.4 Explain why it is important to work in partnership with fathers		
	1.5 Explain the importance of clear principles and policies to support the engagement of fathers in their child's early learning		
2. Understand how to work in partnership with fathers to support their children's early learning	2.1 Explain and demonstrate a range of strategies that can be used to build confidence in fathers from diverse communities to contribute to their child's early learning		
	2.2 Explain and demonstrate the use of key relationship building strategies and/or skills involved in working in partnership with fathers from diverse communities		
	2.3 Explain and demonstrate the use of key communication strategies and/or skills involved in working in partnership with fathers from diverse communities		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Understand the barriers to fathers being involved in their children’s early learning	3.1 Explain personal, social and cultural barriers to fathers being involved in their children’s early learning		
	3.2 Explain and demonstrate a range of strategies to help overcome barriers to fathers’ involvement in their child’s early learning		
	3.3 Explain how attitudes can be barriers to engaging fathers in their children’s early learning		
4. Understand how to use reflection to challenge and develop existing practice in working with fathers to support their children’s early learning	4.1 Reflect on ways of working with resident and non-resident fathers to help them provide support for their children’s early learning		
	4.2 Identify and explain support and changes needed to improve own skills and knowledge and build on their own practice		
	4.3 Explain culturally sensitive ways of working with fathers to help them provide support for their children’s early learning		

**Learner declaration of authenticity:**  
I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: Unit 13**  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Unit 14 Promote children in early years settings acquiring a new language through immersion  
(K/601/3225)**

<b>Unit summary</b>	The purpose of this unit is to enable the learner to acquire the knowledge, understanding and skills to support children in early years settings to acquire a new language through immersion.
<b>Credit value</b>	4
<b>Guided learning hours</b>	29
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	SCDCCLD0347, SCDCCLD0247

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the needs of children and families within a new language learning environment	1.1 Explain how the immersion method relates to the legal, policy and practice frameworks that are relevant for language acquisition in the country of the setting		
	1.2 Explain the importance of sharing information with carers and involving them in the child's immersion language development		
	1.3 Explain what is meant by recognising and valuing cultures and why it is important to demonstrate to families that you value diversity		
	1.4 Explain why it is important to recognise and value a child's right to use their language of choice		
	1.5 Explain ways in which communication challenges with families might be addressed		
2. Be able to implement the immersion method within the child care setting	2.1 Explain the stages of language immersion		
	2.2 Pronounce the immersion language clearly and accurately		
	2.3 Respond appropriately to children according to the stage of their immersion language acquisition		
	2.4 Demonstrate methods for supporting children to acquire the immersion language through play and active learning		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	2.5 Use verbal and non-verbal communication to encourage and reassure children in a new language environment		
3. Be able to plan the environment to promote children’s immersion language acquisition	3.1 Outline the <b>factors</b> that create an environment conducive to immersion language acquisition		
	3.2 Plan and provide activities where individual children have opportunities to use the immersion language with other children		
	3.3 Provide individual activities where children are able to experiment with sounds and language		
4. Be able to support the acquisition of language skills that children need to speak a new language	4.1 Explain how verbal interactions between adults in the setting might influence the children’s acquisition of the language		
	4.2 Encourage children to use the immersion language including verbal interaction with practitioners and others		
	4.3 Demonstrate how literacy skills in the immersion language are supported and developed		
5. Be able to review and evaluate the effectiveness of immersion language development within the setting	5.1 Work with <b>others</b> to define the baseline at which each child operates linguistically		
	5.2 Observe and record the child’s language development during play activities including incidental use of the immersion language		
	5.3 Work with others to review a child’s immersion language development to plan for progression		
	5.4 Share information of the child’s immersion language development with <b>carers</b> following work setting processes		
	5.5 Work with others to review and evaluate the effectiveness of the language environment of the setting in promoting language acquisition through immersion		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
6. Be able to evaluate own contribution to children’s language development	6.1 Reflect on how own working practice has contributed to children’s development within the immersion language		
	6.2 Adapt own practice to meet the needs of individual children		

### Assessment guidance

<b>Delivery and assessment</b>
<p>3.1 <b>Factors</b> including oral and visual.</p> <p>5.1 <b>Others</b> could include:</p> <ul style="list-style-type: none"> <li>• parents, carers, guardians</li> <li>• professionals</li> <li>• multi-disciplinary teams</li> <li>• colleagues.</li> </ul> <p>5.4 <b>Carers</b> could include:</p> <ul style="list-style-type: none"> <li>• parents</li> <li>• family members</li> <li>• paid carers.</li> </ul>

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 14</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**Unit 15 Support children with physical disabilities (K/618/1656)**

<b>Unit summary</b>	The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with children with physical disabilities.
<b>Credit value</b>	6
<b>Guided learning hours</b>	44
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	SCDCCLD0209, SCDCCLD0321

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the scope and impact of physical disability on children	1.1 Define physical disability		
	1.2 Identify the main causes of physical disability		
	1.3 Analyse the impact of physical disability on development and learning		
	1.4 Explain how attitudes to physical disability may impact on the lives of children, young people and their carers		
	1.5 Explain the importance of the <b>physical environment</b> : <ul style="list-style-type: none"> <li>• access/mobility</li> <li>• play</li> <li>• exercise</li> <li>• social relationships</li> </ul>		
	1.6 Explain the importance of a well prepared environment on the inclusion of children with physical disabilities		
2. Understand how legislative and policy frameworks impact on provision for children with physical disabilities	2.1 Outline current legislation and policy frameworks that are designed to promote equality and inclusion for children with physical disabilities		
	2.2 Analyse the impact of current legislation and codes of practice in own work setting		
	2.3 Explain the benefits of inclusion of children with physical disabilities in mainstream settings		
	2.4 Explain the challenges of inclusion of children with physical disabilities in mainstream settings		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Understand how statutory roles and responsibilities contribute to the provision for children with physical disabilities	3.1 Outline the statutory roles and responsibilities of those involved in provision for children with physical disabilities		
	3.2 Explain the processes involved in <b>statutory assessments</b>		
	3.3 Explain how statutory assessments contribute to provision		
4. Be able to communicate with children with physical disabilities	4.1 Describe how the environment facilitates communication for children with physical disabilities		
	4.2 Prepare the environment to facilitate communication		
	4.3 Establish the method of communication preferred by children		
	4.4 Use agreed methods of communication with a child		
	4.5 Describe how to demonstrate empathy, sensitivity and respect when communicating with children		
	4.6 Interact with children in a way that demonstrates an understanding of their feelings and preferences		
	4.7 Check with the child throughout the interaction that the communication has been understood		
5. Be able to support the learning and development of children with physical disabilities	5.1 Explain the importance for children with physical disabilities of: <ul style="list-style-type: none"> <li>• a differentiated curriculum</li> <li>• an individualised/personalised approach to learning and development needs</li> </ul>		
	5.2 Structure the environment to support children’s inclusion		
	5.3 Encourage children to participate in decisions affecting their lives according to their age, needs and abilities		
	5.4 Contribute to the development of individual plans for a child with physical disabilities		
	5.5 Identify when children may need additional support		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
6. Be able to work in partnership with others to support children with physical disabilities	6.1 Explain why a partnership approach is most effective in supporting children with physical disabilities		
	6.2 Support other children to understand the needs of their peers with physical disabilities		
	6.3 Provide information to carers that supports their understanding of the emerging abilities and needs of the child		
	6.4 Provide information on sources of support for carers		

**Assessment guidance**

<b>Delivery and assessment</b>
<p>1.5 <b>Physical environment</b> could include the importance of:</p> <ul style="list-style-type: none"> <li>• access/mobility</li> <li>• play</li> <li>• exercise</li> </ul> <p>3.2 <b>Statutory assessments</b> could include:</p> <ul style="list-style-type: none"> <li>• special educational needs</li> <li>• social needs</li> <li>• safeguarding and risk.</li> </ul>

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p>	
<p>Learner signature: _____</p>	<p>Date: _____</p>

<p><b>Assessor sign off of completed unit: Unit 15</b> I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p>	
<p>Assessor name: _____</p>	
<p>Signature: _____</p>	<p>Date: _____</p>

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

### Unit 16 Support children with learning disabilities (M/618/1657)

<b>Unit summary</b>	The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with children with learning disabilities.
<b>Credit value</b>	6
<b>Guided learning hours</b>	44
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	SCDCCLD0209, SCDCCLD0321

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the scope and impact of learning disability on children	1.1 Define learning disability		
	1.2 Identify the main causes of learning disability		
	1.3 Describe the additional challenges that a child with a learning disability may have		
	1.4 Analyse the impact of learning disability on development and learning		
	1.5 Explain how attitudes to learning disability may impact on the lives of children and their carers		
2. Understand how legislative and policy frameworks impact on provision for children with learning disabilities	2.1 Outline current legislation and policy frameworks that are designed to promote equality and inclusion for children with learning disabilities		
	2.2 Analyse the impact of current legislation and codes of practice in own work setting		
	2.3 Explain the benefits of inclusion of children with learning disabilities in mainstream settings		
	2.4 Explain the challenges of inclusion of children with learning disabilities in mainstream settings		
3. Understand how statutory roles and responsibilities contribute to the provision for children with learning disabilities	3.1 Outline the statutory roles and responsibilities of those involved in provision for children with learning disabilities		
	3.2 Explain the processes involved in <b>statutory assessments</b>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	3.3 Explain how statutory assessments contribute to provision		
4. Be able to communicate with children with learning disabilities	4.1 Describe how the environment facilitates communication for children with learning disabilities		
	4.2 Prepare the environment to facilitate communication		
	4.3 Establish the method of communication preferred by children		
	4.4 Use agreed methods of communication with a child		
	4.5 Describe how to demonstrate empathy, sensitivity and respect when communicating with children		
	4.6 Check with the child throughout the interaction that the communication has been understood		
5. Be able to support the learning and development of children with learning disabilities	5.1 Explain the importance for children with learning disabilities of: <ul style="list-style-type: none"> <li>• a differentiated curriculum</li> <li>• an individualised/personalised approach to learning and development needs</li> </ul>		
	5.2 Structure the environment to support children's inclusion		
	5.3 Encourage children to participate in decisions affecting their lives according to their age, needs and abilities		
	5.4 Contribute to the development of individual plans for a child with sensory loss		
	5.5 Identify when children may need additional support		
6. Be able to work in partnership with others to support children with learning disabilities	6.1 Explain why a partnership approach is most effective in supporting children with learning disabilities		
	6.2 Support other children to understand the needs of their peers with learning disabilities		
	6.3 Provide information to carers that supports their understanding of the emerging abilities and needs of the child		
	6.4 Provide information on sources of support for carers		

## Unit 16 Support children with learning disabilities (M/618/1657) (cont'd)

### Assessment guidance

#### Delivery and assessment

3.2 **Statutory assessments** could include:

- special educational needs
- social needs
- safeguarding and risk.

#### Learner declaration of authenticity:

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

Learner signature:

Date:

#### Assessor sign off of completed unit: Unit 16

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

Assessor name:

Signature:

Date:

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

**Unit 17 Support children with autistic spectrum conditions (T/618/1658)**

<b>Unit summary</b>	The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with children with autistic spectrum conditions.
<b>Credit value</b>	6
<b>Guided learning hours</b>	44
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	SCDCCLD0209, SCDCCLD0321

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the impact of autistic spectrum conditions on children's learning and development	1.1 Explain what is meant by the autistic spectrum		
	1.2 Explain the importance of early diagnosis and intervention		
	1.3 Describe the behavioural characteristics associated with autistic spectrum conditions		
	1.4 Explain why children with autistic spectrum conditions may display behaviour that challenges		
	1.5 Outline the links between autistic spectrum conditions and other conditions		
	1.6 Analyse the impact of autistic spectrum conditions on: <ul style="list-style-type: none"> <li>• social development</li> <li>• language and communication development</li> <li>• sensory sensitivity</li> </ul>		
	1.7 Explain how attitudes to autistic spectrum conditions and behaviours may impact on the lives of children and their carers		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
2. Understand how legislative and policy frameworks impact on provision for children with autistic spectrum conditions	2.1 Outline current legislation and policy frameworks that are designed to promote equality and inclusion for children with autistic spectrum conditions		
	2.2 Analyse the impact of current legislation and codes of practice in own work setting		
	2.3 Explain the benefits of inclusion of children with autistic spectrum conditions in mainstream settings		
	2.4 Explain the challenges of inclusion of children with autistic spectrum conditions in mainstream settings		
3. Understand how statutory roles and responsibilities contribute to provision for children with autistic spectrum conditions	3.1 Outline the statutory roles and responsibilities of those involved in provision for children with autistic spectrum conditions		
	3.2 Explain the processes involved in <b>statutory assessments</b>		
	3.3 Explain how statutory assessments contribute to provision		
4. Be able to communicate effectively with children with autistic spectrum conditions	4.1 Describe how the environment facilitates effective communication for children with autistic spectrum conditions		
	4.2 Prepare the environment to facilitate effective communication		
	4.3 Establish the method of communication preferred by the child		
	4.4 Use agreed methods of communication with a child		
	4.5 Describe how to demonstrate empathy, sensitivity and respect when communicating with children		
	4.6 Interact with children in a way that demonstrates an understanding of their feelings and preferences		
	4.7 Check with the child throughout the interaction that the communication has been understood		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
5. Be able to support the learning and development of children with autistic spectrum conditions	5.1 Explain the importance for children with autistic spectrum conditions of: <ul style="list-style-type: none"> <li>• a differentiated curriculum</li> <li>• an individualised/personalised approach to learning and development</li> </ul>		
	5.2 Structure the environment to support children's inclusion		
	5.3 Encourage children to participate in decisions affecting their lives according to their age, needs and abilities		
	5.4 Contribute to the development of individual plans for children with autistic spectrum conditions		
	5.5 Identify when children may need additional support		
6. Be able to work in partnership with others to support children with autistic spectrum conditions	6.1 Explain why a partnership approach is most effective in supporting children with autistic spectrum conditions		
	6.2 Support other children to understand the needs of their peers with autistic spectrum conditions		
	6.3 Provide information to carers that supports their understanding of the emerging abilities and needs of the child		
	6.4 Provide information on sources of support for carers		



## Unit 17 Support children with autistic spectrum conditions (T/618/1658) (cont'd)

### Assessment guidance

#### Delivery and assessment

3.2 **Statutory assessments** could include:

- special educational needs
- social needs
- safeguarding and risk.

#### Learner declaration of authenticity:

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

Learner signature:

Date:

#### Assessor sign off of completed unit: Unit 17

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

Assessor name:

Signature:

Date:

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

**Unit 18 Support the learning and development of children with health needs (A/618/1659)**

<b>Unit summary</b>	The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with children with health needs.
<b>Credit value</b>	6
<b>Guided learning hours</b>	44
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	SCDCCLD0203, SCDCCLD0209, SCDCCLD0321

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the impact of health needs on children's development	1.1 Explain the impact of <b>health needs</b> on children's learning and development		
	1.2 Explain how attitudes to health needs may impact on children and their carers		
	1.3 Explain the importance of supporting children to make positive choices about their health		
2. Understand how legislative and policy frameworks impact on provision for children with health needs	2.1 Outline current legislation and policy frameworks that are designed to promote equality and inclusion for children with health needs		
	2.2 Analyse how provision reflects legislative and policy frameworks in own area of work		
	2.3 Explain how the rights of children support access to full-time education		
3. Understand how statutory roles and responsibilities contribute to the provision for children with health needs	3.1 Describe the types of settings where children or young people with health needs may receive care and support		
	3.2 Outline the statutory roles and responsibilities of those involved in provision for children with health needs		
	3.3 Explain the processes involved in <b>statutory assessments</b>		
	3.4 Explain how statutory assessments contribute to provision		
4. Be able to communicate with children with health needs	4.1 Describe how the environment facilitates communication for children with health needs		
	4.2 Prepare the environment to facilitate communication		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	4.3 Establish the method of communication preferred by children		
	4.4 Use agreed methods of communication with a child		
	4.5 Describe how to demonstrate empathy, sensitivity and respect when communicating with children		
	4.6 Interact with children in a way that demonstrates an understanding of their feelings and preferences		
	4.7 Check with the child throughout the interaction that the communication has been understood		
5. Be able to support the learning and development of children with health needs	5.1 Explain the importance for children with health needs of: <ul style="list-style-type: none"> <li>• differentiated curriculum</li> <li>• individualised/personalised approach to learning and development</li> </ul>		
	5.2 Structure the environment to support children's inclusion		
	5.3 Implement strategies to enable children with health needs to access learning opportunities		
	5.4 Encourage children to participate in decisions affecting their lives according to their age, needs and abilities		
	5.5 Contribute to the development of individual plans for a child with health needs		
	5.6 Identify when children may need additional support		
6. Be able to work in partnership with others to support children with health needs	6.1 Explain why a partnership approach is most effective in supporting children with health needs		
	6.2 Support other children to understand the needs of their peers with health needs		
	6.3 Provide information to carers which supports their understanding of the emerging abilities and needs of the child		
	6.4 Provide information on sources of support for carers		

## Unit 18 Support the learning and development of children with health needs (A/618/1659) (cont'd)

### Assessment guidance

#### Delivery and assessment

##### 1.1 Health needs may include:

- physical health
- mental health
- short-term health needs
- long-term health needs
- life-limiting conditions
- emotional or behavioural conditions.

##### 3.3 Statutory assessments could include:

- special educational needs
- social needs
- safeguarding and risk.

#### Learner declaration of authenticity:

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

Learner signature:

Date:

#### Assessor sign off of completed unit: Unit 18

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

Assessor name:

Signature:

Date:

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

**Unit 19 Support children with sensory loss (M/618/1660)**

<b>Unit summary</b>	The purpose of this unit is to assess the knowledge, understanding and skills of learners who work with children with sensory loss.
<b>Credit value</b>	6
<b>Guided learning hours</b>	44
<b>Level</b>	4
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	SCDCCLD0209, SCDCCLD0321

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the scope and impact of sensory loss for children	1.1 Define congenital sensory loss and acquired sensory loss		
	1.2 Identify the main causes of sensory loss		
	1.3 Analyse the impact of congenital sensory loss on development and learning		
	1.4 Identify the indicators and signs of: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness</li> </ul>		
	1.5 Explain how attitudes to sensory loss may impact on children and their carers		
2. Understand how legislative and policy frameworks impact on provision for children with sensory loss	2.1 Outline current legislation and policy frameworks that are designed to promote equality and inclusion for children with sensory loss		
	2.2 Analyse the impact of current legislation and codes of practice in own work setting		
	2.3 Explain the benefits of inclusion of children with sensory loss in mainstream settings		
	2.4 Explain the challenges of inclusion of children with sensory loss in mainstream settings		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Understand how statutory roles and responsibilities contribute to the provision for children with sensory loss	3.1 Outline the statutory roles and responsibilities of those involved in provision for children with sensory loss		
	3.2 Explain the processes involved in <b>statutory assessments</b>		
	3.3 Explain how the statutory assessments contribute to provision		
4. Be able to communicate with children with sensory loss	4.1 Explain the methods of communication used by children with: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness</li> </ul>		
	4.2 Describe how the environment facilitates communication for children with sensory loss		
	4.3 Prepare the environment to facilitate communication		
	4.4 Establish the method of communication preferred by children		
	4.5 Use agreed methods of communication with a child		
	4.6 Describe how to demonstrate empathy, sensitivity and respect when communicating with children		
	4.7 Interact with children in a way that demonstrates an understanding of their feelings and preferences		
	4.8 Check with the child throughout the interaction that the communication has been understood		
	4.9 Structure the environment to support children's inclusion		
5. Be able to support the learning and development of children with sensory loss	5.1 Explain the importance for children with sensory loss of: <ul style="list-style-type: none"> <li>• a differentiated curriculum</li> <li>• an individualised/personalised approach to learning and development</li> </ul>		
	5.2 Structure the environment to support children's inclusion		
	5.3 Encourage children to participate in decisions affecting their lives according to their age, needs and abilities		
	5.4 Contribute to the development of individual plans for a child with sensory loss		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	5.5 Identify when children may need additional support		
6. Be able to work in partnership with others to support children with sensory loss	6.1 Explain why a partnership approach is most effective in supporting children with sensory loss		
	6.2 Support other children to understand the needs of their peers with sensory loss		
	6.3 Provide information to carers that supports their understanding of the emerging abilities and needs of the child		
	6.4 Provide information on sources of support for carers		

**Assessment guidance**

<b>Delivery and assessment</b>
3.2 <b>Statutory assessments</b> could include: <ul style="list-style-type: none"> <li>• special educational needs</li> <li>• social needs</li> <li>• safeguarding and risk.</li> </ul>

<p><b>Learner declaration of authenticity:</b>                      I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit: Unit 19</b>                      I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

## Unit 20 Support families who have a child with a disability (D/601/5750)

<b>Unit summary</b>	This unit is aimed at those whose role include supporting families who have a child with sensory, physical or learning disabilities. It addresses emotional and resource needs, and working with other professionals and agencies.
<b>Credit value</b>	3
<b>Guided learning hours</b>	23
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	SCDCCLD0339, SCDCCLD0321

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand the impact on a family of having a child with a disability	1.1 Describe the emotional impact that a <b>diagnosis</b> can have on families		
	1.2 Explain how the impact of having a child with a disability can be rewarding and/or challenging		
	1.3 Explain the emotional experience that families may have after diagnosis		
	1.4 Explain how having a child with a disability may affect <b>interpersonal relationships within a family</b>		
	1.5 Identify the changes that may need to be made to family life, social life, work and accommodation		
	1.6 Explain why it is important for family members to have opportunities to explore feelings and experiences		
2. Be able to support families who have a child with a disability	2.1 Establish with the family the support they require		
	2.2 Work with the family to identify different ways that needs can be met		
	2.3 Support family members to discuss feelings and experiences related to having a child with a disability		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
3. Be able to support families with a child with a disability to use informal networks and community resources	3.1 Explain what informal networks and community resources there are for children with disabilities and their families		
	3.2 Give information to a family about community resources and informal networks to enable them to make choices		
	3.3 Support a family to use community resources and informal networks		
4. Be able to work in partnership with other professionals and agencies to support families with a child with a disability	4.1 Identify support and resources that a child with a disability may need		
	4.2 Investigate the roles of <b>other professionals and agencies</b> that may provide support to families with a child with a disability		
	4.3 Provide information to a family about professionals and agencies that may provide <b>support</b>		
	4.4 Identify when referrals should be made to other professionals and/or agencies		
	4.5 Demonstrate partnership working with other professionals and agencies to provide support to families with a child with a disability		
	4.6 Review the outcomes for the family of partnership working		
	4.7 Identify and report any additional support required by the family		

## Unit 20 Support families who have a child with a disability (D/601/5750) (cont'd)

### Assessment guidance

#### Delivery and assessment

1.1 **Diagnosis** eg a range of physical disabilities, learning disabilities, sensory disabilities.

1.4 **Interpersonal relationships within a family:**

- relationships with siblings
- relationships between siblings and parents
- relationships with grandparents.

4.2 **Other professionals and agencies:**

- teachers
- educational psychologist
- Education Welfare Service
- physiotherapist
- occupational therapist
- nurse
- GP
- social worker
- dietician
- speech and language therapist.

4.3 **Support** can include:

- support with personal care
- support with equipment
- advocacy
- support with benefits
- advice
- housing.

#### Learner declaration of authenticity:

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

Learner signature:

Date:

#### Assessor sign off of completed unit: Unit 20

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

Assessor name:

Signature:

Date:

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

**Unit 21 Promote signing to advance speech, language and communication (T/618/1661)**

<b>Unit summary</b>	This unit provides the learner with the knowledge and skills needed to promote signing to advance speech, language and communication.
<b>Credit value</b>	6
<b>Guided learning hours</b>	42
<b>Level</b>	3
<b>Mandatory/optional</b>	Optional
<b>NOS mapping</b>	SCDCCLD0201, SCDCCLD0203

<b>Learner name:</b>	
<b>Centre no:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
1. Understand how the use of signing supports learning and development	1.1 Outline the different types of sign languages that can be used to support learning and development		
	1.2 Describe the differences between the types of sign languages		
	1.3 Explain how signing supports the development of pro-social skills		
	1.4 Explain how signing contributes to the development of language skills		
	1.5 Evaluate how signing contributes to the development of cognitive skills		
2. Be able to use signing to promote learning and development	2.1 Plan a range of age and culturally appropriate activities using signing to support social and emotional development, language and cognitive development		
	2.2 Use and evaluate the effectiveness of the activities using signing in promoting learning and development		
3. Understand the role of signing and fingerspelling in the development of early literacy	3.1 Analyse how signing and fingerspelling can contribute to the development of early literacy		
4. Understand how to provide an environment which values children and encourages positive pro-social behaviour	4.1 Analyse the contribution of signing to the provision of an environment which values children with diverse communication needs		
	4.2 Explain how different behaviour management signs and signed phrases can be used with different age groups		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> eg page number & method	<b>Assessor</b> Initial and date
	4.3 Evaluate the effectiveness of own signing skills in expressive and receptive communication		
5. Understand how the use of signing promotes inclusive practice and contributes to parental involvement/partnership	5.1 Identify how signing promotes inclusive practice		
	5.2 Explain how signing can contribute to parental involvement/partnership		
	5.3 Reflect on how own inclusive practice has been enhanced by the use of signing		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 21**

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

Assessor name:

Signature:

Date:

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

### Recommended assessment methods

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

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

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

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

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

J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

\* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner’s performance.

\*\* **Simulation**. A learner’s portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

## **Assessment strategies and principles relevant to this qualification**

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

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

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

## **Skills for Care and Development assessment principles**

### **Knowledge learning outcomes**

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

### **Competence/Skills learning outcomes**

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

# Section 3

## Explanation of terms



## Explanation of terms

This table explains how the terms used at Level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Explain how existing knowledge can be linked to new or different situations in practice.
<b>Analyse</b>	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
<b>Clarify</b>	Explain the information in a clear, concise way.
<b>Classify</b>	Organise according to specific criteria.
<b>Collate</b>	Collect and present information arranged in sequential or logical order.
<b>Compare</b>	Examine the subjects in detail and consider the similarities and differences.
<b>Critically compare</b>	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
<b>Consider</b>	Think carefully and write about a problem, action or decision.
<b>Demonstrate</b>	Show an understanding by describing, explaining or illustrating using examples.
<b>Describe</b>	Write about the subject giving detailed information in a logical way.
<b>Develop (a plan/idea which ...)</b>	Expand a plan or idea by adding more detail and/or depth of information.
<b>Diagnose</b>	Identify the cause based on valid evidence.
<b>Differentiate</b>	Identify the differences between two or more things.
<b>Discuss</b>	Write a detailed account giving a range of views or opinions.
<b>Distinguish</b>	Explain the difference between two or more items, resources, pieces of information.
<b>Draw conclusions (which ...)</b>	Make a final decision or judgement based on reasons.
<b>Estimate</b>	Form an approximate opinion or judgement using previous knowledge or considering other information.

<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
<b>Explain</b>	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
<b>Extrapolate</b>	Use existing knowledge to predict possible outcomes which might be outside the norm.
<b>Identify</b>	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking.)
<b>Implement</b>	Explain how to put an idea or plan into action.
<b>Interpret</b>	Explain the meaning of something.
<b>Judge</b>	Form an opinion or make a decision.
<b>Justify</b>	Give a satisfactory explanation for actions or decisions.
<b>Plan</b>	Think about and organise information in a logical way using an appropriate format.
<b>Perform</b>	Carry out a task or process to meet the requirements of the question.
<b>Provide</b>	Identify and give relevant and detailed information in relation to the subject.
<b>Review and revise</b>	Look back over the subject and make corrections or changes.
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
<b>Select</b>	Make an informed choice for a specific purpose.
<b>Show</b>	Supply evidence to demonstrate accurate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences or paragraphs.
<b>Summarise</b>	Give the main ideas or facts in a concise way.

# Section 4

## Additional information

## Additional information

### Resource requirements

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

- legislative and regulatory documentation
- work setting documentation (policies and procedures, code of conduct etc.)
- personal protective equipment
- handwashing and waste disposal facilities
- indoor and outdoor play environments and play resources.

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

The following documents are mandatory reading for any centre involved in the delivery, assessment and administration of this qualification:

- Skills for Care and Development Assessment Principles
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## Support for centres

### Key Facts

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

### Useful websites

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

- CCEA: [ccea.org.uk](http://ccea.org.uk)
  - Northern Ireland Social Care Council: [niscc.info](http://niscc.info)
  - Childcare Partnerships: [childcarepartnerships.hscni.net/](http://childcarepartnerships.hscni.net/)
  - Department of Health Northern Ireland: [www.health-ni.gov.uk](http://www.health-ni.gov.uk)
  - Public Health Agency: [www.publichealth.hscni.net](http://www.publichealth.hscni.net)
  - NI Direct, immunisations: [www.nidirect.gov.uk/articles/childhood-immunisation-programme](http://www.nidirect.gov.uk/articles/childhood-immunisation-programme)
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## Learning resources

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

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## Contact us

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Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)

Websites: [www.ncfe.org.uk](http://www.ncfe.org.uk)

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***