# WJEC Level 2

# Children's Care, Play, Learning & Development: Core

## Approved by Qualifications Wales

This qualification forms part of the new suite of Health and Social Care, and Childcare qualifications in Wales provided by City & Guilds/WJEC.

This Qualifications Wales regulated qualification is not available to centres in England.

## Specification

First Assessment January 2024

# Qualification at a glance

| | |
|---:|:---|
| Subject area | Children's Care, Play, Learning and Development |
| WJEC number | |
| QiW number | C00/4848/4 |
| Age group approved | 16 + |
| Entry requirements | None |
| Assessment | 1 externally set and marked multiple choice test |
| Approvals | Centre and qualification approval is required |
| Related documents | Sample assessment materials<br>Guidance for Teaching<br>Learner Guide<br>Administration Handbook |

# Contents

# 1 Introduction

## About the qualification

**Who is the qualification for?**

This qualification is aimed at post-16 learners in Wales, working or seeking to work, in regulated childcare settings with families/carers and children under the age of 8 and/or NHS children's services for those working with families/carers and children 0-19. This includes child health settings.

It has been developed in partnership with stakeholders from the childcare and children's health sector including Social Care Wales, Health Education Improvement Wales (HEIW), tutors, teachers and work-based learning assessors.

It is designed to be delivered by a range of centre types including work-based learning, further education and schools.

**What does the qualification cover?**

The qualification covers the fundamental knowledge and understanding of the new All Wales Induction Framework for Early Years and Childcare and reflects a range of different roles and ages. The content covers:
- the principles and values of children's care, play, learning and development
- health, well-being, learning and development
- professional practice as an early years and childcare worker
- safeguarding children
- health and safety in children's care, play, learning and development.

Learners are expected to have completed this qualification prior to, or alongside level 2 and 3 practice qualifications in Children's Care, Play, Learning and Development.

**What opportunities for progression are there?**

This qualification supports learners to progress to further qualifications including the following qualifications within the suite of Health and Social Care, and Childcare qualifications for Wales.
- Level 2 Children's Care, Play, Learning and Development: Practice
- Level 2 Children's Care, Play, Learning and Development: Practice and Theory
- Level 3 Children's Care, Play, Learning and Development: Practice
- Level 3 Children's Care, Play, Learning and Development: Practice and Theory

The qualification also supports opportunities into employment. However, it should be noted:

It is a requirement that Social Care Wales host a list of required qualifications that an individual working within the children's care, learning and development sector will need. It will be a requirement of this list that those working within children's care,

learning and development sector will require both the Level 2 Children's Care, Play, Learning and Development: Core qualification and a practice qualification relevant to the role. For more information on requirements to work within the Children's Care, Play, Learning and Development sector, please refer to Social Care Wales' qualification framework for social care and regulated childcare in Wales.
**https://socialcare.wales/resources/qualification-framework-for-the-social-care-sector-in-wales.**

Those working in regulated childcare settings with children aged 8-12 years will also need to complete an additional play work qualification identified by Skills Active to meet regulatory requirements.

# Qualification aims and objectives

The Level 2 Children's Care, Play, Learning and Development: Core qualification enables learners to:

- develop their knowledge and understanding of the core principles and values which underpin children's care, play, learning and development practice
- develop their knowledge and understanding of ways of working in the children's care, play, learning and development sectors
- develop knowledge and understanding which informs effective practice within children's care, play, learning and development
- have the core knowledge and understanding to support progression on to further study or employment within children's care, play, learning and development.

# Structure

The Level 2 Children's Care, Play, Learning and Development: Core qualification is a linear qualification made up of the following five mandatory units:

| Unit Number | Unit Title | Guided Learning Hours |
|---|---|---|
| 001 | Principles and Values of Children's Care, Play, Learning and Development (0-19 years of age) | 100 |
| 002 | Health, Well-Being, Learning and Development | 80 |
| 003 | Professional Practice as an Early Years and Childcare Worker | 50 |
| 004 | Safeguarding Children | 40 |
| 005 | Health and Safety in Children's Care, Play, Learning and Development | 30 |
| | **Total** | **300** |

# Guided Learning Hours (GLH) and Total Qualification Time (TQT)

Guided Learning Hours (GLH) gives an indication to centres of the amount of *supervised* learning and assessment that is required to deliver the unit and can be used for planning purposes.  GLH has been identified per unit however centres may choose to deliver this qualification holistically and therefore the unit GLH per unit is provided as an estimate only. Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both GLH and hours spent in preparation, study and undertaking some formative assessment activities, some of which may be in the workplace/setting. The TQT for this qualification is 320 hours.

# 2  Assessment

## Summary of assessment

To achieve the qualification, candidates must pass one externally set, externally marked multiple-choice test.

The test assesses content from all five units. The table below indicates the number of items and marks which will be drawn from each unit.

| Duration of test: 1 hour 45 minutes | Number of questions /marks |
|---|---|
| 001 Principles and Values of Children's Care, Play, Learning and Development (0-19 years of age) | 15 |
| 002 Health, Well-Being, Learning and Development | 14 |
| 003 Professional Practice as an Early Years and Childcare Worker | 10 |
| 004 Safeguarding Children | 13 |
| 005 Health and Safety in Children's Care, Play, Learning and Development | 13 |
| **Total** | **65** |

The test:
- is sat on screen via WJEC's e-assessment platform
- is 105 minutes in duration
- will be drawn at random from a bank of versions
- includes 65 questions
- has a pass mark of approximately 75%[1]
- is graded pass/fail.

The test must be sat under invigilated examination conditions. Please see JCQ requirements: **http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations** for details, including information for conducting on-screen tests.

For further details on registering learners, booking tests, access arrangements and guidance on conducting the tests, please refer to the Administration Handbook available on the health and care learning Wales website at www.healthandcarelearning.wales**.**

WJEC will publish guidance to help learners prepare for the test. Centres have access to two Sample Assessment Materials available to download or practice on screen.

## Remote Invigilation

Remote Invigilation using is available for this qualification.

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[1] The pass mark may vary slightly between papers to account for minor variations in the level of challenge between individual items.

Remote Invigilation is the monitoring of a candidate sitting an on-screen test, from a remote location. Remote Invigilation utilises a computer/laptop webcam and microphone to monitor/record the individual, as well as monitoring what is happening on the individual's screen.

The WJEC Record and Review Remote Invigilation Service allows assessment to be carried out at a candidate's home (or other chosen location) without an invigilator in the same room. Remote Invigilation Service supports centres to plan and manage assessments at a time that suits both candidate and centre.

A recording of the assessment is made, saved, and then reviewed at a later stage by a centre appointed Invigilator.
Full details of the Remote Invigilation Service and related centre/candidate requirements are set out in the following documents accessible from the WJEC website: **Remote Invigilation (wjec.co.uk)**

- Remote Invigilation Service – Centre Guide
- Remote Invigilation Service – Candidate Guide

# Release of Results

On-screen tests are auto-marked.

Results for tests sat without the use of the Remote Invigilation Service will be received by the centre the same day the assessment is completed.

Results for tests sat using the Remote Invigilation Service will be received by the centre within 72 hours of the centre confirming that the video recording is compliant.

# Resit arrangements

Candidates who fail to achieve the mark required for the external assessment can resit a new test. Whilst there is no fixed minimum period before a resit may take place, or a cap on the number of permitted resits, candidates may need further support and the opportunity to address any identified gaps in their knowledge and understanding before attempting a different external multiple-choice test.

# Reasonable Adjustments

Reasonable adjustments can be made for certain learners in order to enable them to access the assessments. Information on reasonable adjustments is found in the Joint Council for Qualifications document *'Access Arrangements and Reasonable Adjustments'*. This document is available on the JCQ website (**www.jcq.org.uk**).

# 5 Units

All units are contained within this document.

| Unit Number | Unit title |
|---|---|
| 001 | Principles and Values of Children's Care, Play, Learning and Development (0-19 years of age) |
| 002 | Health, Well-Being, Learning and Development |
| 003 | Professional Practice as an Early Years and Childcare Worker |
| 004 | Safeguarding Children |
| 005 | Health and Safety in Children's Care, Play, Learning and Development |

## Learning outcomes and the use of command verbs

There are two types of learning outcomes in the Level 2 Children's Care, Play, Learning and Development: Core qualification:
- Learning outcomes that require candidates to develop *knowledge* of a specific area of learning
- Learning outcomes that require candidates to develop *understanding* of a specific area of learning

This differentiation has been provided to support delivery personnel to understand the expectations regarding the depth and breadth of knowledge a learner is expected to develop. Both learning outcomes can be assessed via any question type i.e. scenario / non-scenario.

## Delivery guidance and the use of bold within assessment criteria

This guidance is aimed at tutors, trainers or facilitators when teaching the unit and provides specific considerations for delivery of the content of the unit where applicable. For example, exemplification of content to be addressed in the delivery; or specific definitions that should be used to support delivery are highlighted. Areas of content that are exemplified within the delivery guidance section are emboldened within the main body of content.

# Unit 001 — Principles and Values of Children's Care, Play, Learning and Development (0-19 years of age)

| | |
|---|---|
| **Level:** | Level 2 |
| **GLH:** | 100 |
| **Aim:** | To give learners an understanding of underpinning knowledge in relation to Principles and Values of Children's Care, Play, Learning and Development (0-19 years of age). |
| **Unit overview:** | This unit will ensure that learners gain knowledge of how legislation, national policies, guidance and frameworks support children's care, play, learning and development. Learners will understand the need to promote equality, inclusion and diversity and how child centred and rights-based approaches relate to children's care, play, learning and development including how appropriate risk taking supports well-being and positive outcomes for children.  Learners will appreciate the importance of effective communication, including the role of Welsh language and culture, in supporting children's care, play, learning and development and how periods of change and transition can impact on children. Understanding will be gained of how to develop positive relationships with children within professional boundaries and the approaches that support positive behaviour including how learners' own beliefs, values and life experiences can affect attitude and behaviour towards children and their families/carers. |
| **Assessment type:** | External assessment -multiple choice test. |

## Learning outcome

The learner will:

1.      Understand how legislation, national policies, guidance and frameworks support children's care, play, learning and development.

## Assessment criteria

The learner will be assessed on:

1.1     **legislation, national policies, guidance, standards and frameworks** that underpin children's care, play, learning and development
1.2     the principles that underpin practice in children's care, play, learning and development
1.3     why these principles are important for children's care, play, learning and development and how they support practice

1.4 **Codes of Conduct and Professional Practice**, who they apply to and how they can be used.

## Learning outcome

The learner will:

2. Understand how rights-based approaches relate to children's care, play, learning and development.

## Assessment criteria

The learner will be assessed on:

2.1 the meaning of a rights-based approach
2.2 how legislation and national policies support a rights-based approach to childcare
2.3 what this legislation means in practice
2.4 the term advocacy and how it can support a rights-based approach
2.5 how children and their families/carers can be supported to make a complaint or express a concern about a service.

## Learning outcome

The learner will:

3. Understand how to promote equality, diversity and inclusion.

## Assessment criteria

The learner will be assessed on:

3.1 the terms 'equality, diversity, inclusion and discrimination'
3.2 ways in which child-centred approaches promote equality, diversity and inclusion
3.3 how cultural, religious and linguistic backgrounds of children and their families/carers can be valued
3.4 ways in which discrimination or practice that does not support equality, diversity and inclusion can be challenged.

## Learning outcome

The learner will:

4. Understand how to use child-centred approaches.

## Assessment criteria

The learner will be assessed on:

4.1 what is meant by the term 'child-centred approaches'
4.2 the importance of child-centred approaches
4.3 what is meant by 'joint working' when working with children and their families/carers
4.4 what is meant by 'voice, choice and control'
4.5 the importance of knowing a child's preferences and background (the unique mix of a child's experience, history, culture, beliefs, preferences, family relationships, informal networks and community)
4.6 ways of working to establish the wishes, preferences and backgrounds of children
4.7 what is meant by the term 'treating children with dignity and respect' and why this is central to the role of early years and childcare worker
4.8 ways of working that support child-centred approaches
4.9 the terms '**activities and experiences**'
4.10 how child-centred approaches are used to support activities and experiences and inclusion
4.11 why it is important to support engagement in activities and experiences that are meaningful and enjoyable
4.12 what is meant by 'parental responsibility'
4.13 establishing consent with families/carers and when this would be needed
4.14 what is meant by establishing consent with a child when providing care or support and why this is important?

## Learning outcome

The learner will:

5. Understand how positive risk-taking supports positive outcomes for children.

## Assessment criteria

The learner will be assessed on:

5.1 the importance of being able to take **risks** with consideration of the well-being of children
5.2 the rights of children to make choices and take risks
5.3 actions needed when supporting children to take risks, taking into consideration their age, stage of development, the environment and life experiences including parental involvement and responsibility
5.4 the term 'risk benefit assessment'
5.5 what is meant by 'positive outcomes'.

## Learning outcome

The learner will:

6. Understand well-being in the context of children's care, play, learning and development.

## Assessment criteria

The learner will be assessed on:

6.1 the term 'well-being'
6.2 why well-being is important
6.3 factors that affect the well-being of children and their families/carers
6.4 the importance of families/carers and 'significant others' in the well-being of children
6.5 ways of working that support well-being and inclusion.

## Learning outcome

The learner will:

7. Understand how to develop positive relationships in the context of 'professional boundaries'.

## Assessment criteria

The learner will be assessed on:

7.1 what is meant by 'relationship-centred working'
7.2 the importance of developing a positive relationship with children and their families/carers and professionals and how these relate to professional boundaries
7.3 unacceptable practices in relationships with children, their families/carers and professionals.

## Learning outcome

The learner will:

8. Understand the importance of effective communication in children's care, play, learning and development.

## Assessment criteria

The learner will be assessed on:

8.1 what is meant by 'effective communication'
8.2 key features of effective communication
8.3 the skills that are needed to communicate effectively
8.4 why effective communication is important for the well-being of children and positive relationships with families/carers and others
8.5 how to find out a child's and their families /carers communication and language needs, wishes and preferences
8.6 how the stage of development of a child will impact upon their communication skills
8.7 specific conditions that may affect communication and language
8.8 the ways in which children may use play and behaviour to communicate
8.9 barriers to effective communication
8.10 ways to address barriers to effective communication.

## Learning outcome

The learner will:

9.    Understand the importance of Welsh language and culture for children's care, play, learning and development.

## Assessment criteria

The learner will be assessed on:

9.1    **legislation and national policies for Welsh language**
9.2    the advantages of being bilingual and multilingual on children's care, play, learning and development
9.3    the importance of recognising and supporting Welsh language and culture
9.4    language acquisition and methods to support children to learn new languages
9.5    the importance of supporting opportunities and activities that develop children's knowledge and understanding of Welsh culture and language
9.6    the importance of language choice on child-centred practice
9.7    the importance of Welsh language skills within the work place to support a child's and their families/carers communication and language needs, wishes and preferences.

## Learning outcome

The learner will:

10.    Know how positive approaches can be used to support positive behaviour of children.

## Assessment criteria

The learner will be assessed on:

10.1    what is meant by the terms '**positive approaches**' and 'positive behaviour support'
10.2    underlying causes that have an effect on the behaviour of children
10.3    the importance of working with children, their families/carers and others to identify and agree achievable goals and boundaries that will support positive behaviour
10.4    the importance of consistent approaches and responses to children to support positive behaviour
10.5    skills and techniques that can be used to support and encourage children's positive behaviour.

## Learning outcome

The learner will:

11.   Understand how change and transitions impact upon children.

## Assessment criteria

The learner will be assessed on:

11.1   the types of change and **transitions** that may occur in the course of a child's life
11.2   factors that make these changes and transitions either positive or negative
11.3   how to support children to develop the skills, confidence and knowledge that will prepare them for change and transitions.

## Learning outcome

The learner will:

12.   Understand how own beliefs, values and life experiences can affect attitude and behaviour towards children and their families/carers.

## Assessment criteria

The learner will be assessed on:

12.1   The impact of own attitude and behaviour on children and their families/carers.

# Unit 001: Delivery Guidance

**The legislation, national policies, guidance, standards and frameworks include**:
- United Nations (UN) Convention on the Rights of the Child and the seven core aims developed by Welsh Government
  Seven Core Aims:
    - have a flying start in life (the early years)
    - have a comprehensive range of education and learning opportunities
    - enjoy the best possible health and are free from abuse, victimisation and exploitation
    - have access to play, leisure, sporting and cultural activities
    - be listened to, treated with respect, and have their race and cultural identity recognised (participation in decision making)
    - have a safe home and a community which supports physical and emotional well-being
    - not be disadvantaged by poverty.
- European Convention on Human Rights
- Human Rights Act (1998)
- Equality Act (2010)
- 10-year workforce development plan for early years childcare and play
- Wales – A Play Friendly Country (Welsh Government 2014)
- The Children`s Act 1989 and 2004
- The Well-Being of Future Generations (Wales) Act 2015

The **Codes of Conduct and Professional Practice** should include The Code of Professional Practice for Social Care; The NHS Wales Code of Conduct for Healthcare Support Workers in Wales where relevant.

**Activities and experiences** refers to play, learning and leisure activities that meet the preferences, needs and abilities of the child or young person with whom you work, such as outdoor play, free play, role play, mark making, playdough, skipping, football, reading and storytelling, ICT activities, arts and craft.

**Risk: When discussing risk-taking the types of risk to be supported could include:**
- physical risks
- emotional risks
- behavioural risks
- environmental risks.

**Legislation and national policies for Welsh language to include:**
- A Curriculum for Wales, A Curriculum for Life. Welsh Government 2015
- Cymraeg 2050: A million Welsh speakers by 2050
- Welsh-medium Education Strategy
- Welsh-medium Education Strategy: Next Steps
- Welsh Language Standards (No.7) Regulations 2018
- Welsh in Education Strategic plan (local)

**Positive approaches** are based upon the principles of person centred care:
- Getting to know the child
- Respecting and valuing their histories and backgrounds and understanding:
    - their likes and dislikes
    - their skills and abilities
    - their preferred communication style and support structures
- Understanding the impact of their environment upon them and using this to identify ways to support people consistently in every aspect of the care they receive.

Developing good relationships is fundamental, and positive approaches should be used at all times. They are essential when someone is stressed; distressed; frightened; anxious or angry and at risk of behaving in such a way that is challenging to their safety and/or the safety of others.

Positive approaches involve working with the child and their support systems to:
- try to understand what someone is feeling and why they are responding in the way they are
- where possible, undertake any required changes and intervene at an early stage to try and prevent difficult situations at all
- understand what needs to be planned and put into place to support the child to manage distressed and angry feelings in a way that reduces the need for behaviour that challenges any restrictions.

**Transitions** may include starting nursery for the first time, moving from nursery to school, moving home, death of a loved one, parental relationship breakdown, the birth of a sibling, other changes affecting the child or young person.

## Unit 002     Health, Well-Being, Learning and Development

| | |
|---|---|
| **Level:** | Level 2 |
| **GLH:** | 80 |
| **Aim:** | To give learners an understanding of stages of child development and factors that can impact on the health, well-being, learning and development of children. |
| **Unit Overview:** | This unit will ensure that learners gain knowledge of stages of child development (0-19 years) and factors that may affect the health, wellbeing and development of children and their impact on development. This will include understanding of adverse childhood experiences, attachment, resilience, self-esteem, risk taking, the links between intellectual, physical and emotional growth and the importance of speech, language and communication. An understanding will be gained of the holistic nature of development and how activities, play, environments, routines and experiences support this. Knowledge will be gained of the impact on the family/carers structure and partnership working on the development and well-being of children and ways of supporting positive relationships and partnerships. Learners will understand the importance of observing, monitoring and recording the development of children identifying at an early stage changes or delays in development that may cause concern, the principles of inclusion and the additional support required by more able and talented children. Knowledge will be gained of the importance and ways of ensuring appropriate, respectful and safe physical care for children. This includes the care of skin, hair and teeth and taking into account different backgrounds, cultures and religions. Learners will understand the importance of nutrition and hydration including government guidelines. Learners will understand responsibilities, legislation and guidelines and their importance in the administration of medication. |
| **Assessment type:** | External assessment – multiple-choice test. |

## Learning outcome

The learner will:

1.     Understand factors that impact upon the health, well-being, play, learning and development of children.

## Assessment criteria

The learner will be assessed on:

1.1     the different stages of child development (0-19 years)
1.2     the range of **factors that may affect the health, well-being and personal, physical, social and emotional development** of **children** and the impact this may have on them
1.3     adverse childhood experiences and how these can impact children's health, well-being, learning and development
1.4     what is meant by the term 'attachment' and be able to describe why this is an important element of development and the ability of children to form relationships
1.5     what is meant by the term 'resilience' and be able to describe why this is important for the well-being and development of children
1.6     the importance of self-identity, self-esteem, sense of security and belonging for the well-being and development of children
1.7     what children need to learn, develop, play and stay healthy – physically, mentally and emotionally
1.8     the range of agencies and workers that may be involved in supporting the health, well-being, learning and development of children
1.9     the links between intellectual, physical and emotional growth and how to support the development of these
1.10    how **curriculum areas** support the **holistic development** of children
1.11    the importance of engagement in meaningful and enjoyable activities on well-being and the development of intellectual, physical and emotional growth
1.12    how to use every-day routines and developmentally appropriate activities, materials and first-hand experiences to support the health, well-being and learning and development of children
1.13    the importance of **creative development** for the health, well-being, learning and development of children
1.14    what is meant by the term 'learning experiences'
1.15    how development is supported by learning experiences
1.16    the importance of promoting families/carers self-confidence in the parenting role and developing their ability to relate positively and engage in play activities with their child
1.17    how the structure of families/carers and arrangements for the care of a child can impact upon their view of the world and sense of well-being
1.18    the importance of early intervention and partnership working for the health, well-being and learning and development of children
1.19    the role of relationships and support networks in supporting the well-being of children
1.20    ways of working that develop positive relationships with children and families/carers based on trust, respect and compassion
1.21    the types of changes in a child that would give cause for concern
1.22    the importance of observing, monitoring and recording the development of children
1.23    the use of **development and assessment frameworks** in observing, monitoring and recording the development of children.

## Learning outcome

The learner will:

2.      Know the value of arranging and using environments to support the health, well-being, play, learning and development of children.

## Assessment criteria

The learner will be assessed on:

2.1     the regulatory requirements for environments in early years settings
2.2     the features of a positive **environment**
2.3     how the environment can support the **holistic development** of children
2.4     how the environment can support development of children in line with **curriculum frameworks and curriculum areas**
2.5     how the environment can support the inclusion of all children in the setting including those with additional needs
2.6     the importance of ensuring that the environment is welcoming, nurturing, safe, clean, stimulating and takes account of children's needs, interests and preferences
2.7     the importance of balancing periods of physical activity with rest and quiet time for the health, well-being and development of children
2.8     the importance of consistent routines for children's well-being and development.

## Learning outcome

The learner will:

3.      Understand the role of play in supporting the health, well-being, learning and development of children.

## Assessment criteria

The learner will be assessed on:

3.1     what is meant by the term 'playwork principles'
3.2     the importance of play for children's health, well-being, learning and development
3.3     the role 'play' has in a child's understanding of themselves
3.4     the **different types of play** and their benefits
3.5     how the environment and choice of equipment and materials are used to support play
3.6     how to support holistic development through play
3.7     how play assists children's learning about themselves, those around them and the wider environment
3.8     how children may use play to express emotions, fears, anxieties or copy behaviour they have observed
3.9     how to involve children in the creation of different types of play spaces
3.10    how to identify if a play space is stimulating, challenging, restful or relaxing
3.11    why risk is important in play and how to encourage, and support acceptable levels of risk
3.12    how to balance risk-taking with the developmental benefits to children's health, well-being, learning and development.

## Learning outcome

The learner will:

4.      Know how to support speech, language and communication development.

## Assessment criteria

The learner will be assessed on:

4.1     the importance of speech, language and communication for children's well-being, learning and development

4.2     the impact of speech, language and communication difficulties on the development of children

4.3     the importance of early intervention for speech, language and communication delays and disorders

4.4     how multi-agency teams work together to support speech, language and communication development

4.5     ways in which adults can support speech, language and communication development of children

4.6     how play and activities are used to support the development of speech, language and communication.

## Learning outcome

The learner will:

5.     Know how to support the health, well-being, learning and development of children with additional support needs.

## Assessment criteria

The learner will be assessed on:

5.1     legal frameworks that apply to the provision of services to children with additional needs

5.2     the types of **additional support needs** that children may have

5.3     how more able and talented children can be supported

5.4     how to find out about the additional support needs of children

5.5     the principles of inclusion for children with additional support needs

5.6     how to adapt activities to enable all children to take part.

## Learning outcome

The learner will:

6.     Know how to support children with their physical care.

## Assessment criteria

The learner will be assessed on:

6.1   the importance of supporting **physical care routines** for children
6.2   how to treat children with dignity and respect when supporting them with their physical care routines taking into account their background, culture and religion
6.3   how to support children with their physical care routines in a way that protects both the child and adults who care for them
6.4   how to care for children's skin, hair and teeth
6.5   where to access additional information, advice and support for the physical care routines of children.

## Learning outcome

The learner will:

7.   Understand the importance of nutrition and hydration for the health and well-being of children.

## Assessment criteria

The learner will be assessed on:

7.1   what is meant by the terms 'nutrition' and 'hydration'
7.2   the principles of a balanced diet and good hydration for children
7.3   government recommendations for a balanced diet and hydration
7.4   national and local initiatives that support nutrition and hydration
7.5   the importance of a balanced diet for optimum health, development and growth of children
7.6   **factors** that can affect nutrition and hydration
7.7   how to encourage children to make healthy food choices.

## Learning outcome

The learner will:

8.   Understand the roles and responsibilities related to the administration of medication and storage in early years and childcare settings.

## Assessment criteria

The learner will be assessed on:

8.1   legislation and national guidance related to the administration of medication and storage
8.2   the roles and responsibilities of those involved in supporting the use of medication and storage
8.3   the links between misadministration of medication and safeguarding
8.4   the importance of recording information regarding medication administration.

# Unit 002: Delivery Guidance

**'Factors that may affect the health, well-being and personal, physical, social and emotional development of children'** may include adverse circumstances or trauma before or during birth; attachment; autistic spectrum condition; family circumstances; harm or abuse; injury; additional learning needs; medical conditions (chronic or acute); mental health; (including self-harming and anorexia) physical disability; physical ill health; placement disruption; poverty; profound or complex needs; sensory needs; stability; social deprivation; substance misuse.

**Curriculum Frameworks and Curriculum Areas** are the standards and guidance that set out the expectations and requirements for learning and development for pre-school and school age children including:
- 0-3 years Developmental Pathways: Belonging, Communication, Exploration, Physical development, Wellbeing
- Areas of learning and experience: Expressive arts, Health and wellbeing, Mathematics and numeracy, Humanities, Language, literacy and communication, Science and technology

**Holistic development** refers to children gaining skills and competence through planned learning and play to develop their physical, social, emotional, intellectual, cognitive and linguistic skills.

**Creative Development** includes:
- developing imagination and imaginative play
- responding to experiences, expressing ideas
- exploring media and materials
- traditional creative arts
- music, dance and movement
- messy play.

**Development and assessment frameworks** are nationally recognised frameworks for recording children's learning and development. These include:
- Early Years Development and Assessment Framework
- Schedule of Growing Skills.

**Environment** refers to the diverse physical locations, contexts, and cultures in which children learn through experimentation and play.

**The playwork principles** – http://www.playwales.org.uk/eng/playworkprinciples

**Different types of play** could include:
- playing creatively
- physical play
- imaginative/pretend play or role play
- environmental play
- playing in a structured environment
- unstructured play
- self-directed play
- adult facilitated play.

**Additional support needs** include**:**
- physical disability
- additional learning needs
- Autism

- additional health needs
- sensory loss
- emotional and behavioural difficulties
- Attention Deficit Hyperactivity Disorder
- Dyslexia
- Dyspraxia
- complex multiple needs
- Attachment disorder.

**Physical care routines** could include:
- toileting
- hand washing
- care of skin
- oral care
- opportunities for rest, quiet time or sleep
- protection from sun/cold
- care of nappy area.
- feeding.

**Factors** could include:
- low income and food poverty
- psychological factors, e.g. parental anxiety, eating disorders
- skills and knowledge
- food provision in settings, e.g. schools, nurseries, youth settings
- following a special diet
- physical factors, e.g. positioning, swallowing difficulties, oral health
- health problems, e.g. constipation, anaemia
- mass media and advertising
- family and peer influences
- ethics, morals and beliefs
- the eating/meal-time environment
- neglect and abuse
- culture and religion
- the child's individual preferences and habits
- community food initiatives.

## Unit 003     Professional Practice as an Early Years and Childcare Worker

| | |
|---|---|
| **Level:** | Level 2 |
| **GLH:** | 50 |
| **Aim:** | **To give learners an understanding of the role, responsibilities, accountabilities and professional standards of an early years childcare worker including working in partnership with others and as part of a team.** |
| **Unit Overview:** | This unit will ensure that learners understand their job role, responsibilities including duty of care, accountabilities and standards of professional behaviour. Learners will understand codes of conduct, professionalism, policies and procedures including confidentiality, the limitations of their role and responsibilities and when to seek additional support to deal with situations beyond their job role or conflicts and dilemmas. To gain knowledge of partnership working, the importance and ways of effective team and multi-agency working. Learners will know how to handle, store and record manual and electronic information following legislation and codes of conduct. Learners will understand the importance of continual professional development and reflection to improve practice including using feedback, the role of supervision and appraisal, ways of developing knowledge and skills including literacy, numeracy, digital competency and Welsh. |
| **Assessment type:** | External assessment – multiple choice test. |

## Learning outcome

The learner will:

1.     Understand the role, responsibilities and accountabilities of an early years and childcare worker.

## Assessment criteria

The learner will be assessed on:

1.1     professional responsibilities and accountabilities within the context of relevant legislative frameworks, standards, **Codes of Conduct and Professional Practice**
1.2     the scope and purpose of the early years, childcare and play sector
1.3     the purpose of **job descriptions** and person specifications for defining the expectations and limitations of roles and responsibilities

1.4    the importance of recognising and adhering to the limitations of roles and responsibilities

1.5    how and when to seek additional support in situations beyond role, responsibilities, level of experience and expertise or unsure as to how to proceed in a work matter

1.6    the purposes of **policies and procedures** for early years and childcare practice

1.7    how to find out about and follow policies and procedures

1.8    why it is important to report practices that are unsafe or conflict with Codes of Conduct and Professional Practice, standards or policies and procedures

1.9    what is meant by duty of care and why it is important to be open and honest in day to day practice

1.10   conflicts and dilemmas that may arise between duty of care and the rights of children and their families/carers

1.11   accountability for quality of own practice

1.12   the importance of reflection and how to use this to improve practice

1.13   what is meant by the term 'confidentiality'

1.14   how confidentiality can be maintained by early years and childcare worker

1.15   circumstances when confidential information must be passed on and who this should be passed on to.

## Learning outcome

The learner will:

2.    Know how to develop and maintain effective partnership working with others in early years and childcare.

## Assessment criteria

The learner will be assessed on:

2.1    the principles of working in partnership with **others**

2.2    the range and roles of other workers and professionals in early years and childcare

2.3    the importance of multi-agency working

2.4    the importance of developing good relationships when working with other workers and professionals, carers and families as well as the child

2.5    how to work in ways that build trust

2.6    the importance of respecting diversity and recognising cultural, religious and ethnic differences when working in partnership.

## Learning outcome

The learner will:

3.    Know how effective team working supports good practice in early years and childcare, play and health and social care (team meeting elements refer to those working within a team and would not include those working alone, e.g. childminders).

## Assessment criteria

The learner will be assessed on:

3.1    types of team working and how teams may differ in structure, purpose and composition

3.2    the core principles that underpin effective team working

3.3    ways in which effective team working contributes to the well-being of children their families/carers.

## Learning outcome

The learner will:

4.      Know how to handle information in early years and childcare.

## Assessment criteria

The learner will be assessed on:

4.1     what is meant by the term 'handling information'
4.2     what is meant by the term 'data protection'
4.3     legislation and Codes of Conduct and Professional Practice that relate to the handling of information including: storing, recording, confidentiality and sharing
4.4     'secure systems used for recording and storing information'
4.5     why it is important to have secure systems for recording and storing information in early years and childcare settings
4.6     the features of manual and electronic information storage systems that help ensure security of information
4.7     what information needs to be recorded, reported and stored
4.8     ways to record written information with accuracy, clarity, relevance and an appropriate level of detail in a timely manner
4.9     the difference between fact, opinion and judgement and why understanding this is important when recording and reporting information about children and their families/carers
4.10    the importance of sharing recorded information with individuals and knowing when and why this cannot occur.

## Learning outcome

The learner will:

5.      Understand the importance of upholding the profession of early years and childcare worker.

## Assessment criteria

The learner will be assessed on:

5.1     positive role modelling in early years and childcare
5.2     why it is important not to behave in a way, in work or outside of the **workplace/setting**, which would call into question suitability to work in the early years and childcare profession
5.3     the relationship between the use of social media and personal conduct
5.4     what constitutes as misuse of social media and the implications of this on practice
5.5     why it is important not to form inappropriate relationships with children, their families/carers, colleagues and others
5.6     why it is important to recognise and use sensitively, the power that comes from your role in working with children, their families/carers and not act in any way that abuses this power.

## Learning outcome

The learner will:

6. Know how continuing professional development contributes to professional practice.
   * Supervision and appraisal elements refer to those working within an employed role and would not include those who are self-employed, e.g. childminders.

## Assessment criteria

The learner will be assessed on:

6.1 what is meant by the term 'continuing professional development'
6.2 legislative requirements, standards and **Codes of Conduct and Professional Practice** that relate to continuing professional development
6.3 the Welsh Language Standards
6.4 how to evaluate own knowledge, understanding and practice against relevant standards and information
6.5 the responsibilities of employers and workers for continuing professional development
6.6 learning opportunities available to employers and workers and how these can be used to improve knowledge and practice
6.7 how to access and use information to support knowledge and best practice relevant to role
6.8 how to apply learning to practice and transfer knowledge and skills to new situations
6.9 why it is important to seek and learn from feedback on practice from children, their families/carers, colleagues and others
6.10 the principles of reflective practice and why this is important
6.11 the purpose of supervision and appraisal
6.12 the role and responsibilities of employers and workers for undertaking supervision and appraisal
6.13 the use of **reflective practice** in supervision and appraisal
6.14 the importance of effective supervision, reflective practice and relevant learning opportunities on the well-being of children, their families/carers
6.15 areas of work where literacy, numeracy and **digital competency skills** are needed to support professional practice
6.16 ways to develop own literacy, numeracy and digital competency skills
6.17 ways to develop own Welsh language skills to support the language choice of children within early years and childcare settings and their families/carers.

# Unit 003: Delivery Guidance

**Policies and procedures:** Formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

**Codes of Conduct and Professional Practice:** Should include The NHS Wales Code of Conduct for Healthcare Support Workers in Wales, and the Code of Practice for NHS Wales Employers and any additional practice guidance issued by either NHS Wales, Social Care Wales or Welsh Government.

**Job Description:** Some childcare and early years roles may not have formal job descriptions; they will however have a contract or agreement that sets out how they are expected to undertake their role.

**Others:** Would include colleagues, other workers or professionals and families/carers that individuals may come into contact with when caring for and supporting a child.

**Workplace/setting:** Would be the setting in which care, play, learning and development is provided e.g. day nursery, cylch meithrin, playgroup.

**Reflective Practice:** Is being able to reflect on actions and learn from them to improve practice.

**Digital Competency**: May also can be known as digital literacy or information and communication technology.

# Unit 004          Safeguarding Children

| Level: | Level 2 |
|---|---|
| GLH: | 40 |
| Aim: | To give learners an understanding of the purpose of legislation, national policies and codes of conduct in relation to the safeguarding of children. |
| Unit Overview: | Learners will understand the terms safeguarding and e-safety, categories and signs and symptoms of abuse and neglect. Knowledge will be gained of legislation and national policies and codes of conduct in relation to safeguarding, the roles of different agencies and recording and reporting procedures where abuse is indicated. The learner will know and understand their responsibilities in relation to safeguarding including the role of advocacy, appropriate relationships, child-centered practices, upholding rights of children and their families/carers, making children and families/carers aware of how to keep themselves safe. The learner will know ways of responding, recording and reporting procedures to follow, including an understanding of 'whistleblowing' and boundaries of confidentiality. Learners will know the factors, situations and actions that can lead to or contribute to harm, abuse or neglect including adverse childhood experiences, domestic abuse, bullying and grooming. Knowledge will be gained of reviews and reports into serious failures to protect individuals from harm, abuse or neglect. |
| Assessment type: | External assessment -multiple-choice test. |

## Learning outcome

The learner will:

1.      Understand the purpose of legislation, national policies and **Codes of Conduct and Professional Practice** in relation to the safeguarding of children.

## Assessment criteria

The learner will be assessed on:

1.1      what is meant by the term 'safeguarding'
1.2      what is meant by the term 'e-safety'
1.3      the main categories of abuse and neglect
1.4      common signs and symptoms associated with harm, abuse and neglect
1.5      **legislation, national policies** and **Codes of Conduct and Professional Practice** that relate to the safeguarding of **individuals** – both adults and children and what these mean in practice
1.6      how legislative frameworks underpin the rights of children to be protected from harm, abuse and neglect

1.7   the roles of different agencies and people involved in safeguarding the welfare of children in the context of the setting

1.8   how concerns or incidences should be recorded and reported.

## Learning outcome

The learner will:

2.   Understand how to work in ways that safeguard children from harm, abuse and neglect.

## Assessment criteria

The learner will be assessed on:

2.1   the role and responsibilities of **early years and childcare workers** in safeguarding

2.2   the role of **advocacy** in relation to safeguarding

2.3   the importance of establishing relationships that support trust and rapport with children their families/carers

2.4   the importance of child-centred practice in safeguarding

2.5   the importance of working in ways that uphold the rights of children their families/carers

2.6   how to ensure that children their families/carers can express fears, anxieties, feelings and concerns without worry of ridicule, rejection, retribution or not being believed

2.7   how to make children, their families/carers aware of how to keep themselves safe

2.8   how to make children, their families/carers aware of the risks associated with the use of social media, internet use and mobile phones

2.9   how to work in ways that keep both the early years and childcare **worker** and child safe.

## Learning outcome

The learner will:

3.   Understand the factors, situations and actions that can lead to or contribute to harm, abuse or neglect.

## Assessment criteria

The learner will be assessed on:

3.1   why some children, their families/carers are likely to be more at risk from harm, abuse or neglect

3.2   how adverse childhood experiences are factors which can lead to or contribute to harm, abuse or neglect in children

3.3   why abuse may not be disclosed by adults, children, family, friends, workers and volunteers

3.4   **actions, behaviours or situations** that may lead to, or increase risk of harm or abuse

3.5   signs of domestic abuse

3.6   different types of bullying and its potential impact

3.7   the common features of perpetrator behaviour and grooming

3.8   the value of learning from reviews and reports into serious failures to protect individuals from harm, abuse or neglect.

## Learning outcome

The learner will:

4.     Understand how to respond, record and report concerns, disclosures or allegations related to safeguarding.

## Assessment criteria

The learner will be assessed on:

4.1     approaches used to respond to suspected, disclosed or alleged harm, abuse or neglect
4.2     the boundaries of confidentiality in relation to safeguarding and information that must be shared
4.3     actions to take if harm, abuse or neglect is suspected, disclosed or alleged
4.4     actions to avoid if harm, abuse or neglect is suspected, disclosed or alleged, taking account of any future investigations that may take place
4.5     what is meant by the term 'whistleblowing'
4.6     the importance of reporting any concerns about possible harm, abuse or neglect and the duty that everyone has to do this
4.7     what should be reported and recorded, when this should happen and how this information is stored
4.8     potential barriers to reporting or raising concerns and how these need to be addressed
4.9     how to record written information with accuracy, clarity, relevance and an appropriate level of detail
4.10    the difference between fact, opinion and judgement and why understanding this is important when recording and reporting information
4.11    actions to be taken where there are ongoing concerns about harm, abuse or neglect or where concerns have not been addressed after reporting.

# Unit 004: Delivery Guidance

**Legislation, national policies** and **Codes of Conduct and Professional Practice** that relate to the safeguarding of individuals:

- Children – United Nations Convention on the Rights of the Child 1989
- Children – Children Act 1989 and 2004
- Children – Wales Safeguarding Procedures (2019)
- Children – Working Together under the Children Act 2004
- Generic – Data Protection Act 1998
- Generic – General Date Protection regulation 2018 (GDPR)
- Generic – Human Rights Act 1998
- Generic – Mental Health Act revision 2007
- Generic – Mental Capacity Act 2005
- Generic – Equality Act 2010
- Generic – Safeguarding of Vulnerable Groups Act 2006
- Generic – Social Services and Well-being (Wales) Act 2014
- Generic – Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015
- Generic – Prevent Strategy 2015.

(Policies and procedures: Formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.)

**Individual:** In this instance it would be the worker and/or the children you support or care for in your work.

**Early Years and Childcare Workers**: Those working within early years and childcare settings and the early years workforce working in different sectors (e.g. health, education) including those supporting the family such as health visitor assistants or Flying Start family workers.

**Worker: Would be** the person providing care, learning and development services for children.

**Advocacy:** The Social Services and Well-Being (Wales) Act 2014 defines "Advocacy services" as: services which provide assistance (by way of representation or otherwise) to persons for purposes relating to their care and support.

Advocacy supports and enables people who have difficulty representing their interests, to exercise their rights, express their views, explore and make informed choices and could include:

- self-advocacy
- informal advocacy
- collective advocacy
- peer advocacy
- citizen advocacy
- independent volunteer advocacy
- formal advocacy
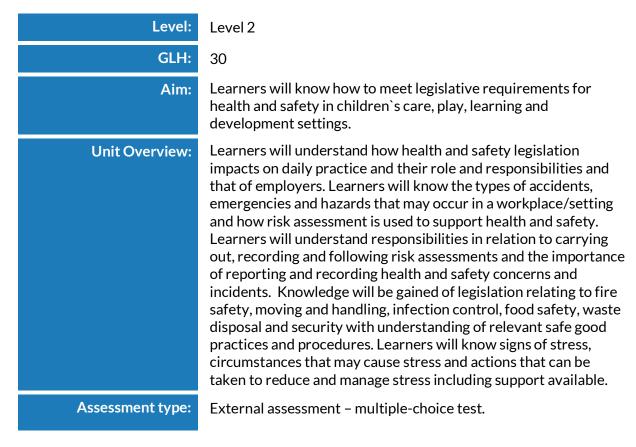- independent professional advocacy.

The **Codes of Conduct and Professional Practice** should include The Code of Professional Practice for Social Care; The NHS Wales Code of Conduct for Healthcare Support Workers in Wales, and the Code of Practice for NHS Wales Employers and any additional practice guidance issued by either NHS Wales or the regulators of health or social care in Wales, e.g. The Practice Guidance for Residential Child Care for Workers Registered with the Social Care Wales.

**Actions, behaviours or situations that increase the risk of harm or abuse** could include:

- adverse childhood experiences
- asylum seeking
- criminalisation
- different types of bullying
- domestic abuse
- female genital mutilation
- forced marriages
- looked after children
- hate crime
- homelessness
- human trafficking/modern slavery
- additional learning needs
- mental ill-health
- poverty
- radicalisation
- self-neglect
- sexual exploitation
- substance misuse.

# Unit 005    Health and Safety in Children's Care, Play, Learning and Development

| | |
|---|---|
| **Level:** | Level 2 |
| **GLH:** | 30 |
| **Aim:** | Learners will know how to meet legislative requirements for health and safety in children`s care, play, learning and development settings. |
| **Unit Overview:** | Learners will understand how health and safety legislation impacts on daily practice and their role and responsibilities and that of employers. Learners will know the types of accidents, emergencies and hazards that may occur in a workplace/setting and how risk assessment is used to support health and safety. Learners will understand responsibilities in relation to carrying out, recording and following risk assessments and the importance of reporting and recording health and safety concerns and incidents.  Knowledge will be gained of legislation relating to fire safety, moving and handling, infection control, food safety, waste disposal and security with understanding of relevant safe good practices and procedures. Learners will know signs of stress, circumstances that may cause stress and actions that can be taken to reduce and manage stress including support available. |
| **Assessment type:** | External assessment – multiple-choice test. |

## Learning outcome

The learner will:

1.    Know how to meet legislative requirements for health and safety in the workplace setting.

## Assessment criteria

The learner will be assessed on:

1.1    **key legislation** that relates to health and safety in the **workplace/setting** and what this means in practice
1.2    the responsibilities of employers, the worker and others for health and safety at work
1.3    the importance of working within the limits of own role and responsibilities
1.4    the importance of raising concerns about practices or working conditions that are unsafe or pose a risk.

## Learning outcome

The learner will:

2.      Know how risk assessments are used to support health and safety in the work setting.

## Assessment criteria

The learner will be assessed on:

2.1     'risk assessment' in relation to health and safety
2.2     **key legislation** that relates to **accidents, incidents and emergencies**
2.3     the types of accidents, incidents, emergencies and health and safety hazards that may occur in the **workplace/setting**
2.4     the importance of risk assessment in the identification of hazards related to the work setting or work activities
2.5     responsibilities for carrying out, recording and following risk assessments for work activities
2.6     the difference between formal recorded risk assessments and those that are carried out routinely as part of working practice, e.g. checking a room for tripping hazards on entry
2.7     the importance of reporting concerns or incidences that have or may be likely to occur.

## Learning outcome

The learner will:

3.      Know how to promote fire safety in work settings.

## Assessment criteria

The learner will be assessed on:

3.1     **key legislation** that relates to fire safety
3.2     the responsibilities of the employer, the worker and others for fire safety in the work setting
3.3     practices that prevent fires from starting and spreading
3.4     the importance of knowing about fire evacuation procedures
3.5     the importance of maintaining clear exit routes at all times.

## Learning outcome

The learner will:

4.      Know the principles of 'moving and handling' and 'moving and positioning'.

## Assessment criteria

The learner will learn about:

4.1      what is meant by the terms moving and handling and moving and positioning
4.2      **key legislation** that relates to moving and handling and what this means in practice
4.3      the principles and techniques of moving and handling
4.4      the implications of poor practice in moving and handling.

## Learning outcome

The learner will:

5.      Know the main routes to infection and how to prevent the spread of infections in the workplace/setting.

## Assessment criteria

The learner will be assessed on:

5.1      signs of childhood illnesses and infections (including **Meningitis** and **Sepsis**) that may be caused by **bacteria, viruses, fungi and parasites** and the potential impact of these illnesses
5.2      how infections are transmitted
5.3      poor practices that may lead to the spread of infection
5.4      factors that will make it more likely that infections will occur
5.5      **key legislation** and standards related to infection prevention and control
5.6      the role and responsibilities of employers, workers and others (including health partners) for infection prevention and control
5.7      how to maintain a clean environment to prevent the spread of infection
5.8      the importance of good personal hygiene to prevent the spread of infection
5.9      the recognised **hand washing technique** to prevent the spread of infection
5.10      the use of personal protective equipment to prevent the spread of infection
5.11      procedures for recording and reporting incidents of infections.

## Learning outcome

The learner will:

6.      Know how to implement food safety measures.

### Assessment criteria

The learner will be assessed on:

6.1      **key legislation** for food safety
6.2      the role and responsibilities of employers and workers for food safety
6.3      the importance of implementing food safety measures
6.4      food safety hazards that can occur through the preparation, serving, clearing away and storing of food and drink
6.5      why surfaces, utensils and equipment must be clean for food preparation
6.6      when personal protective equipment should be used
6.7      safe storage, preparation and use of food and drink
6.8      safe disposal of food waste.

## Learning outcome

The learner will:

7.       Know how to store, use and dispose of hazardous substances safely.

## Assessment criteria

The learner will be assessed on:

7.1      what is meant by the term 'hazardous substances'
7.2      the types of hazardous substances that may be found in the workplace/setting
7.3      safe practice for: storing, using and disposing of hazardous substances
7.4      what is meant by the term '**Control of Substances Hazardous to Health'** (COSHH) and will know how to implement it.

## Learning outcome

The learner will:

8.       Know how to maintain security in the workplace setting.

## Assessment criteria

The learner will be assessed on:

8.1      potential risks to security in the workplace setting
8.2      safe practice to ensure security in the workplace setting including: lone working, advising of whereabouts, access to workplace/setting, signing children in and out
8.3      safe practice to ensure children are only released to pre-agreed individuals.

## Learning outcome

The learner will:

9.       Know how to manage stress.

## Assessment criteria

The learner will be assessed on:

9.1      the common signs and indicators of stress
9.2      potential circumstances that can trigger stress
9.3      ways to manage stress
9.4      the importance of recognising stress and taking action to reduce it
9.5      where to access additional support if experiencing stress.

# Unit 005: Delivery Guidance

**Key legislation:**
- The Health and Safety at Work Act 1974
- The Management of Health and Safety at Work Regulations 1999
- Workplace (Health, Safety and Welfare) Regulations 1992
- Manual Handling Operations Regulations 1992
- Provision and Use of Work Equipment Regulations 1998
- Lifting Operations and Lifting Equipment Regulations 1998
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Personal Protective Equipment (PPE) at Work Regulations 1992
- Control of Substances Hazardous to Health (COSHH) Regulations 2002
- NICE guidelines quality standards

**Key legislation and standards related to infection prevention and control**

- National Institute for Health and Care Excellence (NICE) Quality Standard 61 Infection Prevention & Control April 2014
- World Health Organisation (WHO) Clean Care is Safer Care: Five Moments for Hand Hygiene
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Standard Infection Control Precautions (SICPS) Public Health Wales (2013)
- Welsh Healthcare Associated Infection programme (WHAIP) Procedure No 6 – management of blood and body fluid spillages (WAG 2009)
- All Wales NHS Dress Code, Free to Lead Free to Care

[2]http://www.wales.nhs.uk/sitesplus/888/page/95109

**Key legislation that relates to fire safety** including:
- The Health and Safety at Work Act 1974
- The Regulatory Reform (Fire Safety) Order 2005
- Control of Substances Hazardous to Health (COSHH) 1999 Hazardous Waste
- The Provision and Use of Work Equipment Regulations 1998
- The Electrical Equipment (Safety) Regulations 1994
- The Management of Health and Safety at Work Regulations 1999
- Workplace (Health, Safety and Welfare) Regulations 1992

**Child Workplace/setting:** Would be the setting in which care, play, learning and development is provided e.g. day nursery, cylch meithrin, playgroup.

**Accidents:** Something that occurs unexpectedly and unintentionally, typically resulting in damage or injury e.g. child has fallen.

**Incident(s):** An instance(s) of something happening; a one-off event or occurrence, e.g. parent has not picked child up.

**Emergencies:** Serious, unexpected situations requiring immediate action, e.g. missing child.

**Bacteria, viruses, fungi and parasites:**
Common childhood illnesses and infections caused by:

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[2] See website for information on Infection Prevention & Control.
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1. bacteria: food poisoning, tuberculosis, MRSA, dysentery, bronchitis, ear infections, strep throat and tonsillitis
2. viruses: influenza, common cold, stomach flu, pneumonia
3. fungi: athlete's foot, ringworm and yeast infections
4. parasites: worms, malaria.

**Sepsis:** Learners need to understand that illnesses such as those above can lead to acute deterioration conditions such as sepsis.

**Meningitis**: is usually caused by a bacterial or viral infection.

**Bacterial meningitis:** is rarer but more serious than viral meningitis.

**Hand washing technique:** Using current national and international guidelines.

# 4   Centre requirements

## Centre and Qualification Approval

To offer this qualification centres will need to gain both centre and qualification approval. Centres already registered with WJEC will only need to gain qualification approval.

Centre approval is based upon an organisation's ability to meet the centre approval criteria, as detailed in the Administration Handbook and related Centre and Qualification Approval Forms and guidance.

## Centre staffing

Staff delivering this qualification must be able to demonstrate that they:
- are occupationally competent or technically knowledgeable in the area for which they are delivering training. This knowledge must be at least to the same level as the training being delivered, and
- have credible experience of providing training.

### Continuing professional development

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance and that it takes account of any national or legislative developments.

# 5   Delivering the qualification

## Entering Learners

Learners are registered and certificated through our web-based registration and certification system WJEC Connect (www.connect.wjec.co.uk). WJEC Connect allows centres to register learners at any time and in any number throughout the calendar year.

For further details on registering learners, booking tests, access arrangements and guidance on conducting the tests, please refer to the Administration Handbook available on the health and care learning Wales website at **www.healthandcarelearning.wales.**

### Learner entry requirements
There are no entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

### Age restrictions
This qualification is approved for learners aged 16+.  We cannot accept any registrations for learners under the age of 16.

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

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so that the learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre.

## Support materials

A range of resources are available for this qualification and can be accessed from the Health and Care Learning Wales website at www.healthandcarelearning.wales. These include:

- Sample Assessment Materials
- Guidance for Teaching
- Learner Guide
- Administration Handbook

# Resources

In addition to the support materials, a range of digital and print-based resources have been produced to provide an important foundation for learners to gain knowledge and understanding of how legislation, national policies, guidelines and frameworks support health and social care provision for adults.

We have also provided a range of case studies and short-answer questions which may be used to support delivery of this qualification and/or as formative assessment. Note, however that the only summative assessment requirement for this qualification are the multiple-choice tests stated in Section 2.

These resources can be accessed from the qualifications page of the Health and Care Learning Wales website at www.healthandcarelearning.wales.

Additional resources that would be beneficial to support the delivery of this qualification are provided by Social Care Wales and can be accessed here.