Level 2 CCPLD Practice & Theory HCLW Digital Resources Mapping Document

Examiner walk through:

https://www.healthandcarelearning.wales/resources/exam-walk-through-level-2-children-s-care-play-learning-and-development-practice-and-theory/

Learner guide:

https://www.healthandcarelearning.wales/resources/level-2-children-s-care-play-learning-and-development-practice-and-theory-learner-information-guide-1/

Assessment Criteria	Content	HCLW Digital Resources
AC1.1 Stages and general patterns of physical growth and development	Learners should know and understand general patterns of growth and development. To include: • dental • gross and fine motor skills within recognised milestones • growth patterns and sequences • head circumference • hearing • height and weight – use of centile charts • sensory – taste, touch, smell • vision. Learners should know, understand and recognise milestones of physical growth and development.	http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit01/01-different-stages-of-child-development-0-19-years.html http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit01/21-use-of-development-and-assessment-frameworks-in-observing.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit06/01-how-to-support-children-with-their-physical-care.html
AC1.2 Stages and general patterns of intellectual (cognitive) development	Learners should know and understand general patterns of intellectual (cognitive) development. To include: • creativity • imagination • literacy • logic • memory • numeracy • problem solving • reasoning. Learners should know, understand and recognise milestones of intellectual (cognitive) development.	http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit01/02-12-creative-development-for-health-and-well-being.html

AC1.3 Stages and general patterns of language development	Learners should know and understand general patterns of speech and language development. To include: • pre-linguistic and linguistic stages • receptive and expressive • communication – verbal and non-verbal • literacy – early mark making • bilingualism/multilingualism. Learners should know, understand and recognise milestones of language development.	http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit04/01-knowing-how-to-support-speech-language-and-communcation-development.html
AC1.4 Stages and general patterns of emotional development	Learners should know and understand general patterns of emotional development. Learners should know and understand the role of the following to support self-esteem, independence and social skills: • attachment • bonding • resilience. Learners should know and understand the signs and symptoms of attachment disorders and the impact these can have on emotional development. To include • disinhibited attachment disorder (DAD) • disinhibited social engagement disorder (DSED). • reactive attachment disorder (RAD). Learners should know, understand and recognise milestones of emotional development.	http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit01/04-attachment-and-why-this-is-important.html http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit01/05-resilience-and-importance-of-self-idenity-and-self-esteem-for-well-being.html http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit01/06-what-children-need-to-learn-play-and-stay-healthy-physically-and-emotionally.html
AC1.5 Stages and general patterns of social development	Learners should know and understand general patterns of social development. To include: • expectations in terms of behaviour • goals and boundaries • independence • self-control • stages of moral development.	http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit01/15-structure-of-families-and-impact-upon-their-view-of-the-world.html http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit03/01-what-is-meant-by-playwork-principles.html

	Learners should know, understand and recognise milestones of social development. Learners should know and understand how the following stages of play support social development: • associative play (joining-in play) • co-operative play • observational play (looking-on play • parallel play • solitary play.	
AC1.6 The holistic nature of child development 0-19 years	Learners should know and understand: • how recessive and dominant genes can affect holistic development • that development does not always occur in isolation • how physical, intellectual (cognitive), language, emotional and social development can interlink • how activities, interactions and experiences promote holistic development • how current curriculum frameworks can support holistic development.	http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit01/02-02-physical-factors.html http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit01/02-03-social-and-emotional-factors.html http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit01/08-links-between-intellectual-physical-and-emotional-growth.html http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit01/08-links-between-intellectual-physical-and-emotional-growth.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit01/11-using-everyday-routines-and-activities-to-support-health-and-well-being.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit01/13-learning-experiences-and-how-development-is-supported.html http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit01/14-promoting-families-self-confidence-in-parenting.html http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit03/02-the-importance-of-play-and-holistic-development.html http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_3-1/_multi-lang/unit07/01-positive-relationships.html

AC2.1 How environments and resources can assist children's holistic development	Learners should know and understand how a range of environments that reflect current frameworks support holistic development. Environments to include: • bilingual/multilingual. • community • indoor • leisure • outdoor • sporting Learners should know and understand how resources/learning tools can be used to support holistic development in a range of contexts. Resources and learning tools could include: • adult and peer interaction • books • digital resources • household items – boxes/pots/sheets/etc • natural resources – sand/twigs/etc. • toys/educational/indoor and outdoor toys	

	Learners should know and understand the positive and negative impacts of current technology on children's health, well-being and development. Technology could include: • digital apps • digital toys • interactive computer programmes • internet • portable devices.	http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit03/03-a-childs-understanding-of-themselves-and-the-wider-environment.html http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit03/04-different-types-of-play-and-their-benefits.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit03/05-how-environment-and-materials-support-play.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit03/06-how-children-use-play-to-express-emotions-or-copy-behaviour.html http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit03/07-involving-children-in-play-spaces-that-are-stimulating.html
AC2.2 Factors to be considered when planning activities for children at different stages of development, in different childcare settings	Learners should know and understand a range of factors to consider when planning activities. Range of factors to include: • cost • durability • environment • ratios of staff in the setting • requirements from National Minimum Standards for Regulated Childcare for children up to age 12 (NMS) • risk assessment/safety • suitability – age/stage of development/children with additional needs • sustainability of the activity and resources • technology • versatility. Learners should know and understand the meaning of the terms: • continuous provision • enhanced provision.	http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit02/01-regulatory-requirements-in-early-years-settings.html http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit02/05-balancing-periods-of-physical-activity-with-rest.html http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit03/08-risk-in-play-and-how-to-encourage-acceptable-risks.html http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit03/09-balancing-risk-taking-with-developmental-benefits.html http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit05/06-adapting-activites-to-enable-all-children-to-take-part.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/HSC18-19_3-5/_multi-lang/unit02/01-how-risk-assessments-are-used-to-support-health-and-safety-in-the-work-setting.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/HSC18-19_3-5/_multi-lang/unit04/01-principles-of-moving-and-handling-and-moving-and-positioning.html http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_3-1/_multi-lang/unit04/01-child-centred-approaches.html

	Learners should know and understand the purpose and value of different activities that can take place as part of continuous or enhanced provision, in different settings.	http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_3-1/_multi-lang/unit05/01-risk-taking.html
AC2.3 The influence that different education and childcare settings may have on a child's development	Learners should know and understand: • the range of different settings that can support and promote children's health, well-being and development • how different settings may best suit the needs of individual children and their family/carers. Childcare settings to include: • childminder • crèche • day nursery • meithrin (cylch) • out-of-school care (breakfast club, after school club, holiday club) • playgroup. Educational settings to include: • statutory school provision, 3-18 years • alternative provision • additional needs settings • alternative models, e.g. Montessori, Reggio Emilia, Steiner • faith schools • private education • home schooling. Learners should know and understand the principles of any current intervention and prevention programmes such as the Flying Start initiative and their impact on improving the health and well-being of children in Wales.	http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit01/16-early-intervention-working-for-the-health-and-well-being-of-children.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-3/_multi-lang/unit01/02-the-scope-of-the-early-years-childcare-sector.html
AC3.1 The value and impact of legislation, regulations, policies and current government	Learners should know and understand the value and impact of key legislation, regulations, policies and current government initiatives in Wales on childcare practice in Wales: The following key legislation, regulations and current government initiatives in Wales must be covered:	http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_3-1/_multi-lang/unit01/01-legislation-national-policies-guidance-and-frameworks.html http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_3-1/_multi-lang/unit02/01-rights-based-approaches.html http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_3-1/_multi-lang/unit09/01-welsh-language-and-culture.html

initiatives in Wales	• Flying Start • Future Generations Act 2015 • NHS Wales Core Principles 2016. • Seven Core Aims developed by Welsh Government • The national minimum standards (NMS) • The Social Services and Well-being Act 2014 • UN Convention on the Rights of the Child The impact of legislation, regulations and current government initiatives could include: • additional/enhanced provision opening in areas • extra places becoming available in settings where appropriate • changes to policies, procedures and practice in the setting • focus on the use of Welsh language in all settings • changes to ratios in the setting • improvement in children achieving recognised milestones. Learners should know and understand the type of policies and procedures that are needed in settings to ensure legislation and regulations are addressed. Policies must include: • behaviour management • bullying • child protection • confidentiality • equal opportunities • health and safety Learners should know that any updates to the legislation, regulations, policies and current government initiatives in Wales during the life of the specification will supersede the previous legislation, regulations, policies and initiatives.	http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit01/07-agencies-and-workers-involved-in-supporting-healthand-well-being.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-3/_multi-lang/unit01/01-professional-responsibilties-codes-of-conduct-and-professional-practice.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-3/_multi-lang/unit04/01-handling-information-data-protection-codes-of-conduct.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-3/_multi-lang/unit06/02-legislative-requirements-codes-of-conduct-and-professional-practice.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-3/_multi-lang/unit06/03-the-welsh-language-standards.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/HSC18-19_3-4/_multi-lang/unit01/03-legislation-national-policies-the-rights-of-children.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/HSC18-19_3-4/_multi-lang/unit01/03-legislation-national-policies-the-rights-of-children.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/HSC18-19_3-4/_multi-lang/unit02/01-role-of-early-years-and-childcare-worker-in-safeguarding.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/HSC18-19_3-4/_multi-lang/unit03/05-different-types-of-bullying-and-its-impact.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/HSC18-19_3-4/_multi-lang/unit04/01-approaches-used-to-respond-to-harm.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/HSC18-19_3-4/_multi-lang/unit04/02-boundaries-of-confidentiality-and-importance-of-reporting-concerns.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/HSC18-19_3-5/_multi-lang/unit01/01-meeting-legislative-requirements-for-health-and-safety-in-the-workplace.html

http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/HSC18-19_3-5/_multi-lang/unit03/01-how-to-promote-fire-safety-in-work-settings.html

http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2018-19/HSC18-19_3-1/_multi-lang/unit03/01-equality-diversity-inclusion-and-discrimination.html

http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-3/_multi-lang/unit04/02-secure-systems-why-its-important-electronic-information-storage-systems.html

http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-3/_multi-lang/unit04/03-what-information-needs-to-be-recorded-ways-to-record-with-accuracy.html

http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-3/_multi-lang/unit04/04-difference-between-fact-opinion-and-importance-of-sharing-recorded-information.html

http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/HSC18-19_3-4/_multi-lang/unit01/01-safeguarding-esafety-abuse-neglect.html

http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/HSC18-19_3-4/_multi-lang/unit01/02-signs-and-symptoms-of-abuse-and-neglect.html

http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/HSC18-19_3-4/_multi-lang/unit01/04-agencies-and-people-involved-in-safeguarding-children.html

http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/HSC18-19_3-4/_multi-lang/unit01/04-agencies-and-people-involved-in-safeguarding-children.html

http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/HSC18-19_3-4/_multi-lang/unit01/05-how-concerns-should-be-recorded-and-reported.html

http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/HSC18-19_3-4/_multi-lang/unit01/01-safeguarding-esafety-abuse-neglect.html

http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/HSC18-19_3-4/_multi-lang/unit01/02-signs-and-symptoms-of-abuse-and-neglect.html

http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/HSC18-19_3-4/_multi-lang/unit01/04-agencies-and-people-involved-in-safeguarding-children.html

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| AC4.1 The role and benefit of statutory, voluntary and third party services that are accessed by children and their families/carers to support health and well-being | Learners should know and understand:
• the types of services that are available for children and their families/carers
• the role of the different children's care, play, learning and development early years workers/professionals within the services
• how different services benefit children (0-19) and their families/carers.

Local authority services to include:
• education services
• family information services (FIS)
• housing associations.
• housing services
• leisure services
• social services
• youth services.

Health services to include: |

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- allied health professions
- CAMHS: (child and adolescent mental health services)
- health centres
- baby clinic
- family planning clinic
- dental practice
- hospices
- hospitals
- opticians.

Voluntary and third party organisations can include:
- Barnardo's
- Childline
- Citizens Advice Bureau
- Gingerbread
- Mencap
- Mind
- NSPCC
- Relate
- religious organisations
- unpaid care: this includes friends, family, carers and neighbours.

Learners should know and understand how children and their families/carers can access services.

Methods of referral to include:
- direct referral – includes self-referral and professional referral
- third-party referral

Learners should know and understand barriers to accessing services:

Barriers to include:
- cultural and language barriers – limited understanding of English or Welsh
- financial – whether services are free of charge or must be paid for
- geographical – location of services
- physical – doors too narrow, e.g. for a double buggy or wheelchair user
- psychological – fear or stigma of accessing the service

	• resources – availability of services in the locality/local health board. Learners should know and understand the financial support available to promote inclusion such as: • childcare offer • clothing grants • free school meals • Tax-Free childcare. • Universal Credit.	
AC4.2 How children (and their family/carers) living with a range of conditions and / or additional needs can be supported by key stakeholders	Learners should know and understand the role of key stakeholders in supporting children (and their families/carers) living with a range of conditions and/or additional needs. Key stakeholders to include: • additional needs coordinator (ANC) may also be known as Additional Learning Needs Coordinator (ALNCO) • charitable organisations • counsellors • dietician • EAL teachers • educational/child psychologist • general practitioner (GP) • health visitor • occupational therapist • orthotist • physiotherapist • social workers • speech and language therapist. Learners should know and understand the value of shared care, multiagency care and multi-disciplinary care for children and their families/carers. Learners should know and understand the importance of collaboration and explicit consent to share information (GDPR) between agencies in the provision of community childcare and health services.	http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit05/01-legal-frameworks-that-apply-to-services-for-additional-needs.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit05/02-types-of-additional-support-needs.html http://resource.download.wjec.co.uk.s3-eu-west-1.amazonaws.com/vtc/2018-19/hsc18-19_3-2/_multi-lang/unit05/04-how-to-find-out-about-additional-support-needs.html