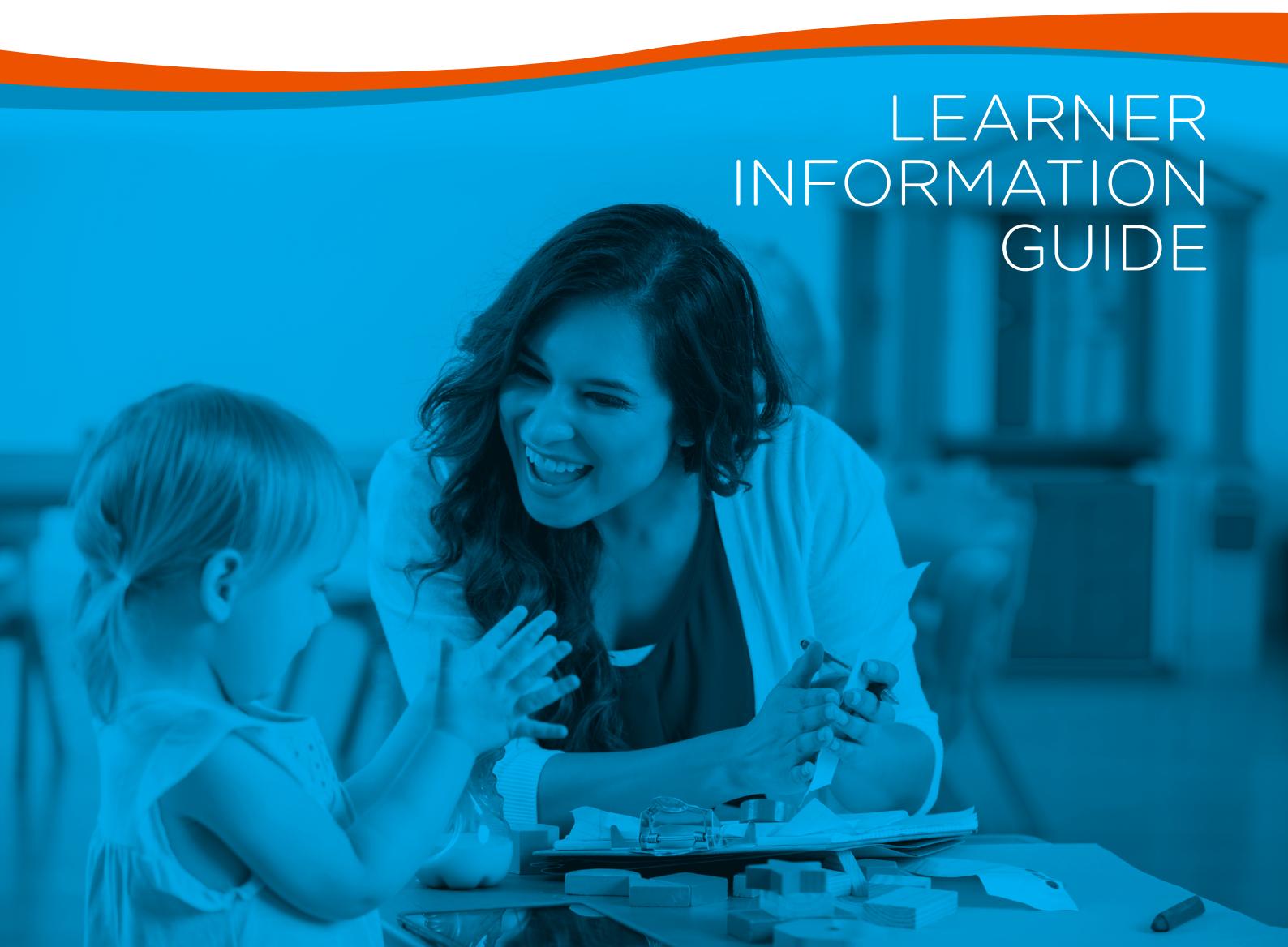


# LEVEL 2 CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT: CORE



LEARNER  
INFORMATION  
GUIDE

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# INTRODUCTION TO QUALIFICATION



## Is this qualification suitable for you?

### 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 and children under the age of 8 and/or NHS children's services for those working with families and children 0-19 years old. This includes child health settings.

It has been developed by the City & Guilds/WJEC Consortium 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.

### 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.

### 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.

## How did these qualifications come about?

After a review of all the health and social care, and childcare qualifications, Qualifications Wales concluded that the vast number of qualifications available caused too much confusion for learners, parents/carers and employers.

Qualifications Wales then commissioned City & Guilds and WJEC, (the Consortium) to develop a minimum of 19 qualifications designed to meet the evolving needs of the health and social care, and childcare sector.

We have worked closely with Qualifications Wales, Social Care Wales, Health Education and Improvement Wales and other sector bodies, tutors, teachers and workplace assessors to ensure that the new qualifications are innovative, fit for purpose and of the highest quality.

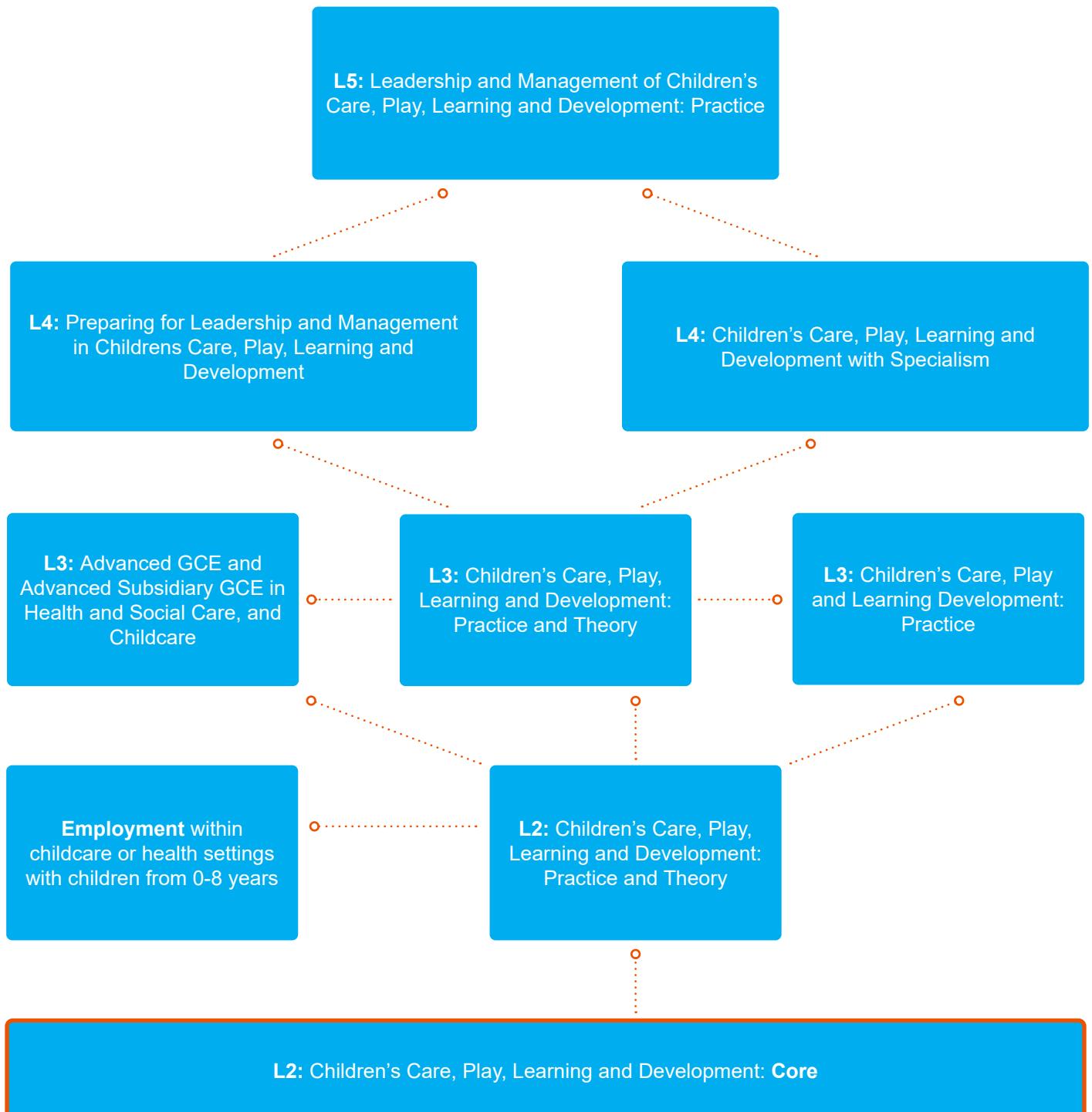
Whether you are at school or sixth form college, in work or studying at college or with a work-based provider, the suite of new qualifications are designed to meet your needs.

Available from Level 2 to Level 5, including a GCSE and GCE AS and A level, they provide opportunities for progression, whether you are thinking about entering employment, seeking career progression or hoping to go to college or university.

# QUALIFICATION STRUCTURE



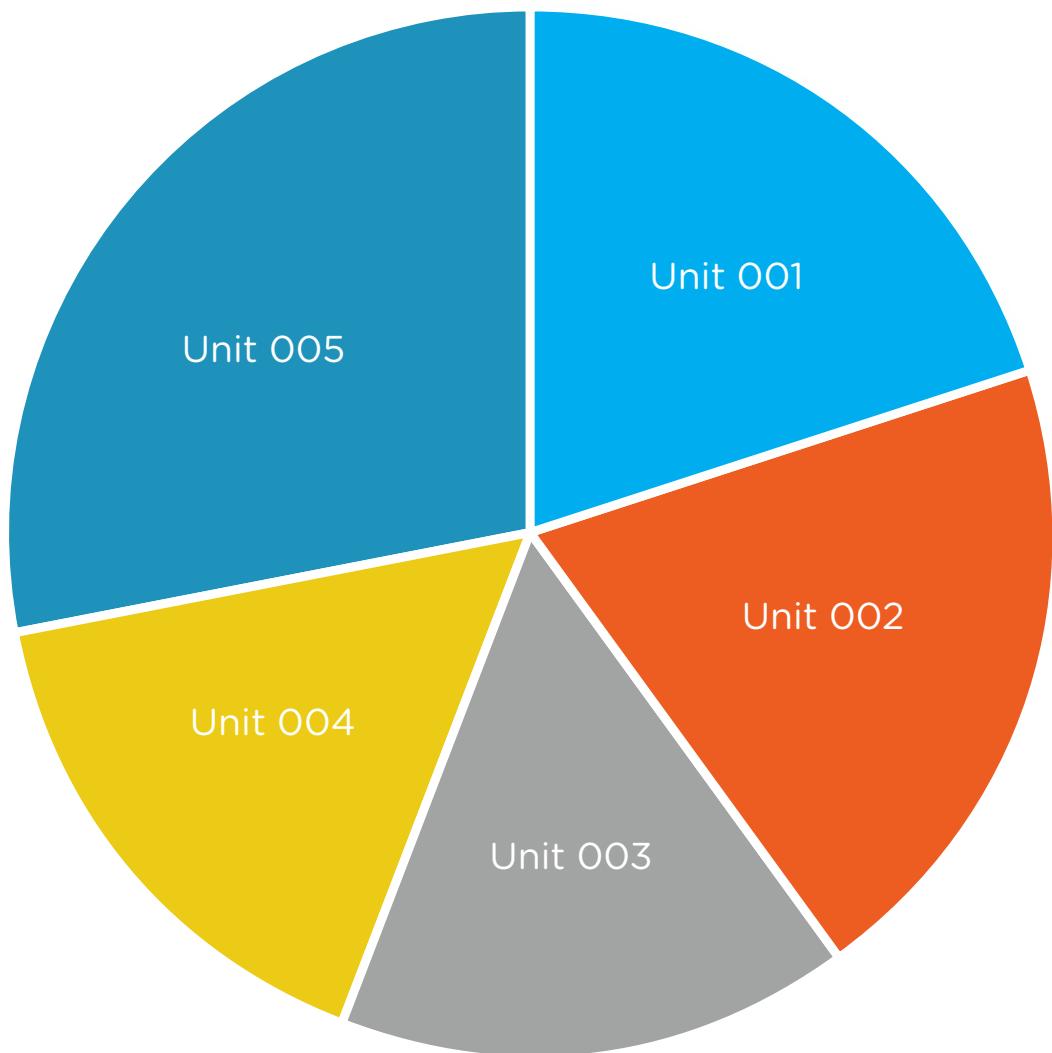
## Where can it lead? Qualification Structure



## External Multiple-Choice Test

The external multiple-choice test assesses content from all five units. The external assessment:

- is available on-screen.
- is 105 minutes in duration
- includes 65 questions
- has a pass mark of approximately 75%
- is graded pass/fail.



## Structure

To achieve the qualification, learners must achieve the following five mandatory units:

001 Principles and Values of Children's Care, Play, Learning and Development (0-19 years of age) 100 GLH

002 Health, Well-Being, Learning and Development 80 GLH

003 Professional Practice as an Early Years and Childcare Worker 50 GLH

004 Safeguarding Children 40 GLH

005 Health and Safety in Children's Care, Play, Learning and Development 30 GLH

**Total Guided Learning Hours 300**

UNIT	UNIT OVERVIEW
001 Principles and Values of Children's Care, Play, Learning and Development (0-19 years of age)	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 and young people 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.
002 Health, Well-Being, Learning and Development	This unit will ensure that learners gain knowledge of stages of child development (0-19 years) and factors that may affect the health, well-being 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.

UNIT	UNIT OVERVIEW
003 Professional Practice as an Early Years and Childcare Worker	<p>This unit will ensure that learners understand their job role, responsibilities including duty of care, accountabilities and standards of professional behaviour. Learners will understand Early Years and Childcare Worker 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.</p>
004 Safeguarding Children	<p>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, making children and families 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.</p>
005 Health and Safety in Children's Care, Play, Learning and Development	<p>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.</p>

## What is a unit?

The qualification contains a variety of units which are selected relevant to your job role. Each unit contains the relevant learning objectives you need to achieve to complete your assessments.

### Unit 001

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

<b>Level:</b>	Level 2
<b>GLH:</b>	100
<b>Aim:</b>	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).
<b>Unit overview:</b>	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 and young people 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.
<b>Assessment type:</b>	Internal assessment and multiple choice test.

**Learning outcome** o.....

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.

GLH - guided learning hours to complete this unit.

Objective - this is what you need to learn to get ready for assessment.

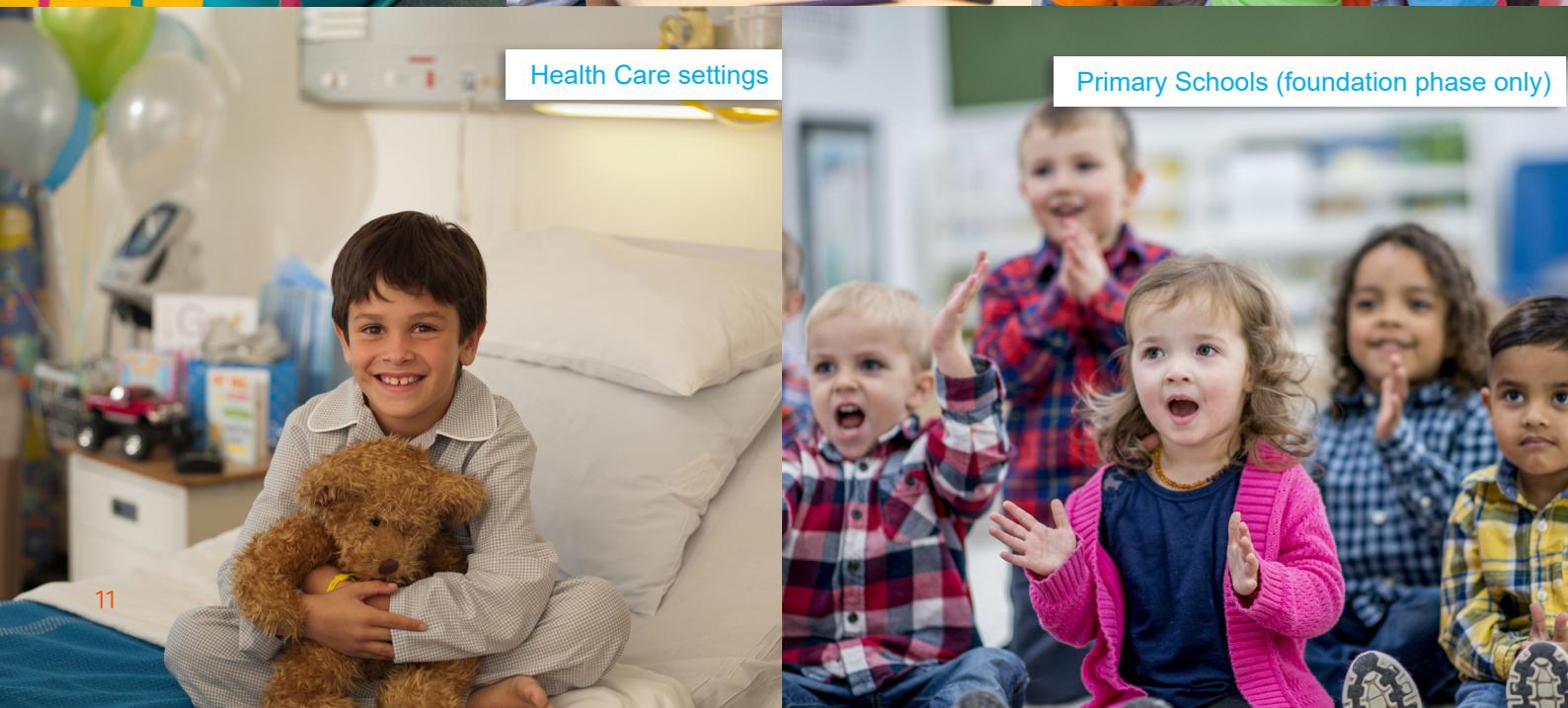
Learning outcomes - a discrete area of learning required, that is relevant to the unit aim. The number of LOs will vary by unit.

## What work placements can I attend?

You can undertake work placement in more than one regulated childcare or child health setting.

## Personal qualities and skills needed:

- Caring
- Friendly
- Approachable
- Reliable
- Empathic
- Protective
- Good communicator
- Creative
- Punctual
- Good team player
- Use own initiative
- Patient
- Open minded
- Respectful
- Understand and value other cultures, beliefs and religions
- Resilient
- Trustworthy



## Who will be involved in my learning journey?

### Tutor

- ask and answer questions
- help plan and organise workload etc.
- help you find work placements
- examine your portfolio of evidence
- assess your knowledge and understanding
- judge when you have met the required standard.

### Assessor

- visit you in your work placement
- conduct your observations
- provide feedback on professional practice
- help you plan and prepare for assessment
- be involved in making assessment decision about how well you know and understand the knowledge of the qualification.

### IQA

- they will be selected by your school, college or work-based learner
- they ensure that teachers/tutors/assessors are correct, fair and are consistent in interpreting and understanding the standards and requirements of the qualification.

### Work placement mentor

- mentor and support when in work placement
- shadow and learn good practice
- first point of contact when in work placement
- complete induction.

## What support is available?

You may be able to apply for extra support during your period of study and assessment. You will have to meet certain criteria and as the process takes time to organise, make sure you speak with your tutor/teacher or assessor as soon as possible to make the arrangements.

There are lots of websites available for additional support and information:

Health and Care Learning Wales: <https://www.healthandcarelearning.wales>

Social Care Wales: <https://socialcare.wales>

# ASSESSMENT



## How will I learn?

The core qualification is normally delivered at the start of your programme to develop knowledge and understanding of the basics in everyday practice.

The core qualification is a knowledge qualification which allows learners to progress to the Children's Care, Play, Learning and Development practice qualifications to demonstrate competence.

The different types of delivery for this qualification include:



## What will I learn when completing the Level 2 Children's Care, Play, Learning and Development: Core qualification?

Below are some topics you will cover:



Principles & values in CCPLD



Child centred approach



Relationships & professional attitudes



Behaviour approaches



Welsh language & culture



Factors impacting development, health & wellbeing



Environments



Additional support needs



Physical care for children



Nutrition & hydration



Safeguarding



Health and Safety

## External assessment – Multiple choice question test

The external multiple-choice test assesses content from all five units (001-005)

### The external assessment:

- is available on-screen
- is 105 minutes in duration
- includes 65 questions
- has a pass mark of approximately 75%
- is graded pass/fail.

### Sample MCQ questions

1. Which legislation offers the greatest protection against discrimination in Wales?
  - (a) Social Services Well-being (Wales) Act 2014
  - (b) The Children's Act 1989 and 2004
  - (c) The Well-being of Future Generations (Wales) Act 2015
  - (d) Equality Act 2010.
2. Families are invited into childcare settings regularly to share information about their cultural backgrounds. What is this an example of?
  - (a) Individuality, differentiation and diversity being valued and celebrated
  - (b) The needs, rights and views of the child being followed
  - (c) Children's health and well-being being actively promoted
  - (d) A child-centred approach being actively promoted.

# PREFERRED LEARNING STYLE



## How do I like to learn - what is my 'preferred' learning style?

Learning is a very individual process, and so it's important to focus on how you can learn and process information effectively and how this can support your success and progression. It's important that you learn effectively so that you can recall your new knowledge easily when needed. This isn't only about performing well in your assessments – it's equally important that you can recall your knowledge when working directly with children and others. This qualification will enable you to develop and demonstrate your knowledge, understanding, behaviour, skills and practice within a children's care, play, learning and development setting.

Research suggests that most people have a preferred way of learning which can be roughly described in one or two of the following:

- Doing
- Thinking
- Feeling
- Watching.

Over the years quite a few models or theories have been developed to try and help us to recognise how we learn and what kinds of things different people may need to make learning easier and more successful. Two of the most popular or commonly used models are Kolb's (1984) experiential learning theory and Honey & Mumford's (1983) theory on learning styles.

Kolb's model suggests that effective learning happens in a cycle, that 'experiences' are central to the process and that most people learn using one or two types of action – feeling, thinking, watching, doing.



Kolb D.A. (1984) 'Experiential Learning experience as a source of learning and development',  
New Jersey: Prentice Hall

Honey and Mumford built on Kolb's theory suggesting that there are four types of learning styles and that an individual's approach to learning will be heavily influenced by only one or two of these.



When the topic of 'preferred' learning styles was first introduced as a way to support effective learning, many believed that individuals only learned in a particular way and that this was relatively unchanging. Modern thinking about a 'preferred' learning style recognises that how you approach learning should not be thought of as something that is unchanging. Thinking about how you prefer to learn is a useful tool to help you to consider how you respond differently to information depending on things like how you are feeling, your motivation and confidence, the type of environment you are in etc.

If you think about the last time you had to learn something you may see that your preferred approach fits into one, or perhaps two, of the following categories:

Learning Style	This may be your preferred learning style if:	You:	Types of learning methods that appeal
Activist	you like to learn by doing	are enthusiastic; tend to act first, consider later; are in the here and now	brain-storming, practical experimentation, role plays, group discussion and problem-solving.
Pragmatist	you like to know how things work or may work in the real world	tend to stand back; consider all angles; tendency to be over cautious	case studies and time to think about the practical applications of what you are learning
Reflector	you like to think about what you're learning	like to try things out; will act quickly and confidently; can be impatient; effective problem solvers	spending time reading around a subject, and watching others try things out
Theorist	you like to understand how the new learning fits into your 'working model' or 'framework' and into previous theories	are good at adapting; like to analyse to think deeply about things; are logical thinkers	models and theories, with plenty of background information

If you think about some other learning experiences that you have had, you may notice that you used a different approach because, for example, (1) you had access to different resources, (2) you were feeling confident, (3) you were able to take your time. This is because the environment, how you are feeling emotionally and your past experiences of learning can all impact how you may approach learning today.

Talk to your tutor/teacher/assessor/workplace mentor/employer about what makes learning easier for you and what, if any, concerns you may have about starting a new qualification or programme of study. Your tutor/teacher/assessor/workplace mentor/employer may also be able to support you to access additional support and advice, including how to recognise and better understand what different approaches to learning work best for you.

# GLOSSARY OF TERMS



## Glossary of terms

<b>Guidance for the delivery of the practice units</b>	The following summary provides guidance on the different elements that are found within the units and information on unit delivery.
<b>Application of unit 200</b>	<p>The content within this unit is the application of practice that reflects the underpinning knowledge that learners have gained through the Level 2 Children's Care, Play, Learning and Development: Core qualification.</p> <p>The content within unit will need to be applied to units across the qualification — consideration of its application should be made as part of preparation for the delivery of other units within the qualification.</p>
<b>Unit summary</b>	This provides a short, high level summary of the unit content including what knowledge and practice is covered. The unit summary may also provide information on types of settings the unit relates to or is precluded from delivery in.
<b>Learning outcomes</b>	Learning outcomes group together chunks of related practical skills and/or knowledge and are presented as the result of the learning process i.e. what learners must understand or be able to do following teaching and learning. All learning outcomes are supported by a number of assessment criteria.
<b>Assessment criteria</b>	Assessment criteria break down the learning outcomes into smaller areas to be covered. Assessment criteria may be supported by range, indicated by words or phrases in <b>bold</b> .
<b>Range</b>	<p>Some words or phrases within assessment criteria are presented in <b>bold</b>, this means a range has been provided and will be presented at the bottom of the learning outcome. The range contains information about the depth and amount of detail required for a specific assessment criteria. The range is not an exhaustive list, there may be other examples that could fit within that topic area, however those that are listed in the range are key for the delivery of the unit content — <b>all elements listed in the range must be covered as part of the delivery of the unit</b>.</p> <p>Whilst all elements listed in the range must be delivered, it is not expected that all range elements must be specifically observed during the assessment process; reflecting that the assessment judgement is to be made as a holistic judgement, and based at the level of the learning outcome.</p>
<b>Evidence requirements</b>	Evidence requirements provide details of how many times learners must complete practical activities in order to be deemed competent if the unit is not assessed as part of the holistic assessment approach. Evidence requirements have only been written for units in Optional Group C. Full details of the assessment approach for the qualification can be found in the assessment section of this handbook and in the associated assessment pack.

<b>Guidance for delivery</b>	<p>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, links that can be made across units within the qualification or examples of how the content can be presented to learners.</p> <p>The guidance for delivery includes definitions of key terminology referred to within the unit.</p> <p>NB - For unit 200 the definitions of the terms that are presented in <b>bold</b> are included in the guidance for delivery.</p>
<b>Related NOS (National Occupational Standards)</b>	<p>These are presented as a guide for tutors, trainers or facilitators delivering the content and give an indication of where the unit content may link to associated NOS. These are not presented as an exhaustive list and are for guidance only. There is no requirement for NOS to be presented as part of unit learning delivery. NB – although every attempt will be made to keep those listed up to date, updated or reviewed versions of NOS may supersede those listed.</p>
<b>Related legislation and guidance</b>	<p>These are provided as a reference and context for the unit and may be used to support the delivery of the content and provide wider context. These are not presented as an exhaustive list and are for guidance only. All legislation, guidance, websites, documentation etc. listed should be checked for currency and relevance before delivery of the unit content.</p>
<b>Recommended unit guidance</b>	<p>It is recommended that learners undertaking this qualification with the intention of progressing into a specific role in the children's health and care sector, are provided with guidance on the units that will be of most benefit for them in these roles.</p> <p>A table has been provided (Appendix 1) to support identification of the units that are most recommendable for certain roles.</p> <p>Further guidance on the requirements of specific roles within the sector can be accessed on Social Care Wales' website.</p>
<b>Guided Learning Hours (GLH) value</b>	<p>This value indicates the amount of guided learning hours a unit will require for delivery to a learner on average. This includes contact with tutors, trainers or facilitators as part of the learning process, and includes formal learning including classes, training sessions, coaching, seminars and tutorials. Guided learning hours are rounded up to the nearest five hours.</p>
<b>Credit value</b>	<p>This value is based on the guided learning hours <b>plus</b> any additional learning time or additional activities that the learner will need to take to complete the unit. For example, this may include time for informal learning, private study, practice, reflection etc. The total number of hours is divided by ten to get the credit value. Credit values are rounded up to the nearest whole number.</p>

## Command verbs used in this qualification

Command Verb	Description
Define	Give the exact meaning of
Describe	Provide characteristics/main features or a brief account
Give	Provide/name/select/recognise brief facts or examples (from a given source or from recall)
Identify	As for 'give'
List	As for 'give'
Name	As for 'give'
State	As for 'give'
Suggest	Put forward a possible idea, reason or course of action
Summarise	Select and present the main points (without detail)

Command Verb	Description
Adapt	Use a diagram or words to make clear how a concept or theory works in a particular context
Apply	Use knowledge and understanding of a theory or concept and relate it to a specified context
Describe	Provide details of an effect or impact, i.e. what has changed/happened
Explain	Provide details and reasons for how and why something is the way it is
Illustrate	Use a diagram or words to make clear how a concept or theory works in a particular context
Outline	Set out the main points/provide a brief description or main characteristics
Show	As for 'illustrate'
Use	Apply the information provided to a particular theory or concept