

Qualification Mapping for Level 3 Children's, Care, Play, Learning and Development



WJEC Level 3 Children's care, play, learning and development – Unit links			City & Guilds Level 3 Children's care, play, learning and development
WJEC Level 2 Children's care, play, learning and development: Core	Level 3 Practice and theory - Mandatory Group 1 - Units 300 / 301 / 302 / 303	Level 3 Practice and theory - Mandatory Group 2 - Unit 330	L3 Practice assessments
Guidance:			
The Core qualification is a linear qualification. To achieve the qualification, learners must achieve the following five mandatory units	The practice and theory content builds on the underpinning knowledge developed in the Level 2 Children's care, play, learning and development: Core qualification. To be observed and reflected in practice in all health and care activities that learners engage in.	The content within unit 330 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	The content within the assessment reflects the application of practice of the underpinning knowledge that learners have gained through the Level 2 Children's Care, Play, Learning and Development: Core and Practice and theory qualification
Content:			
Unit 001 Principles and Values of Children's Care, Play, Learning and Development (0-19 years of age)	Unit 300- Promoting core practice in children's care, play, learning and development	Unit 330 Principles and theories that influence children's care, play, learning and development in the 21 st century in Wales	Practice assessments build on the underpinning knowledge developed in the Level 2 Children's care, play, learning and development: Core and Practice and theory qualification

<p>Unit 002 Health, Well-Being, Learning and Development</p> <p>Unit 003 Professional Practice as an Early Years and Childcare Worker</p> <p>Unit 004 Safeguarding children</p> <p>Unit 005 Health and safety in Children’s care, play, learning and Development</p>	<p>Unit 301- Promoting play, learning, growth and development</p> <p>Unit 302- Promoting nutrition and hydration in early years</p> <p>Unit 303- Responding to childhood illness, infestation/infection, disease and immunisation</p>	<p>Topic 1 - Supporting holistic development from 0-19 years</p> <p>Topic 2 - Positive behaviour approaches to support holistic development</p> <p>Topic 3 - Healthcare provision available in Wales from conception to 19 years how it supports health and well-being</p> <p>Topic 4 - Principles to ensure inclusive learning for all children 0-19 years</p> <p>Topic 5 - The impact of traditional and contemporary thinking on children's holistic development</p>	<p>and reflects the criteria assessed throughout.</p> <p>To be observed and reflected in practice in all health and care activities that learners engage in.</p>
<p>Learning outcomes and specific criteria links across units:</p>			
<p>Learning outcome 1: Understand how legislation, national policies, guidance and frameworks support children’s care, play, learning and development - 1.1, 1.2, 1.3, 1.4</p>	<p>Unit 300 – LO1 - 1.1 Legislation, national policies, guidance and frameworks</p>	<p>Topic 5 - 5.1 How theoretical perspectives and approaches inform practice</p> <p>Topic 5 - 5.2 How the statutory curriculum frameworks in Wales underpin practice</p> <p>Topic 5 - 5.3 The impact of research and evidenced based practice on</p>	<p>Task A – progress meetings to cover day to day activities e.g. -reflective log -Portfolio of evidence</p> <p>Task B – (observations) Observation of a child/children in setting – record of four observations</p>

		current legislation and government initiatives. Topic 5 - 5.4 Legislation, regulations, policies, approaches and current government initiatives that impact on children's care, play, learning and development	Task C – (evaluation) Holistic evaluation of child/children observation – based on four completed observations Task D – (plan) Support the planning of activities and the learning environment that identify the needs and supports the development of children - plan of activities
Learning outcome 2 - Understand how rights-based approaches relate to children's care, play, learning and development – 2.1, 2.2, 2.3, 2.4, 2.5	Unit 300 – LO1- 1.2 Rights based approaches		
Learning outcome 3 - Understand how to promote equality, diversity and inclusion – 3.1, 3.2, 3.3, 3.4			Task E – (observational) (1) Support opportunities / experiences that are child initiated: engage the child, recognise success etc.
Learning outcome 4 - Understand how to use child-centred approaches – 4.1 – 4.14	Unit 300 – LO1 - 1.3 Child-centred approaches	Topic 4 - 4.1 Promoting learning 0-19 years	(2) Promote an environment that supports play, growth, learning and development
Learning outcome 5- Understand how positive risk-taking supports positive outcomes for children – 5.1, 5.2, 5.3, 5.4, 5.5	Unit 300 – LO1 - 1.4 Allowing children to take risks		(3) Promote and support the health(evaluation) and well-being of children - Required workplace records - Records of activity

Learning outcome 6- Understand well-being in the context of children's care, play, learning and development – 6.1, 6.2, 6.3, 6.4, 6.5	Unit 300 – LO1 - 1.5 Well-being	Topic 1 – 1.1 - Development 0-19 years and how areas interrelate as part of holistic development	- assessor observation (4) Support families/carers/others to engage with activities that support the development of children Task F – Professional discussion
Learning outcome 7- Understand how to develop positive relationships in the context of 'professional boundaries'- 7.1, 7.2, 7.3	Unit 300 – LO1 - 1.6 Positive relationships and professional boundaries Unit 300 – LO1- 1.10 Reflection		
Learning outcome 8 - Understand the importance of effective communication in children's care, play, learning and development- 8.1, 8.2, 8.3, 8.4, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10	Unit 300 – LO1 - 1.7 Communication		
Learning outcome 9- Understand the importance of Welsh language and culture for children's care, play, learning and development – 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7	Unit 300 – LO1 - 1.8 Welsh language and culture		
Learning outcome 10 - Know how positive approaches can be used to support positive behaviour of	Unit 300 – LO1-1.9 Positive approaches for positive behaviour support	Topic 2 - 2.1 Factors affecting behaviour Topic 2 - 2.2 Supporting positive behaviour	

children – 10.1, 10.2, 10.3, 10.4, 10.5			
Learning outcome 11- Understand how change and transitions impact upon children 11.1, 11.2, 11.3			
Learning outcome 12- Understand how own beliefs, values and life experiences can affect attitude and behaviour towards children and their families – 12.1			
<p>Unit 002 Health, Well-Being, Learning and Development</p> <p>Learning outcome 1- Understand factors that impact upon the health, well-being, play, learning and development of children - 1.1 – 1.23</p>	<p>Unit 300 – LO2- 2.1 Factors that impact upon health, well-being, learning and development</p> <p>Unit 301 – LO1 - Theoretical frameworks that underpin play, learning, growth and development 1.1 – 1.10</p>	<p>Topic 1 – 1.2 - Promoting health, well-being and holistic development from conception to age 19 years.</p> <p>Topic 1 – 1.3 - Current and contemporary factors and their effect on health and well-being</p> <p>Topic 3 - 3.1 Routine screening, monitoring and testing of children from conception to 19 years</p> <p>Topic 3 - 3.2 The impact of non-routine screening, monitoring and testing of children from conception to 19 years</p>	

<p>Learning outcome 2- Know the value of arranging and using environments to support the health, well-being, play, learning and development of children – 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8</p>	<p>Unit 300 – LO2- 2.2 Positive environments for the health, well-being and learning, development and play of children</p>	<p>Topic 4 - 4.4 How outcomes for children in different childcare settings can be improved through differentiation and reflection</p>	
<p>Learning outcome 3 - Understand the role of play in supporting the health, well-being, learning and development of children – 3.1 – 3.12</p>	<p>Unit 301 – LO2 - Promote and support holistic learning, growth and development 2.1 – 2.18</p> <p>Unit 301 – LO2 - The intrinsic role of play in the holistic learning, growth and development of children 3.1 – 3.4</p>		
<p>Learning outcome 4 - Know how to support speech, language and communication development 4.1, 4.2, 4.3, 4.4, 4.5, 4.6</p>	<p>Unit 300 – LO2- 2.3 Speech, language and communication</p>		
<p>Learning outcome 5- Know how to support the health, well-being, learning and development of children with additional support needs – 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</p>	<p>Unit 300 – LO2- 2.4 Additional support needs</p>	<p>Topic 4 - 4.2 Supporting and challenging children to work towards goals and targets</p> <p>Topic 4 - 4.3 Early intervention to promote learning and well-being</p>	

Learning outcome 6 - Know how to support children with their physical care 6.1, 6.2, 6.3, 6.4, 6.5	Unit 300 – LO2- 2.5 Physical care of children		
Learning outcome 7 - Understand the importance of nutrition and hydration for the health and well-being of children – 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7	Unit 300 – LO2- 2.6 Nutrition and hydration Unit 302 – LO1 – Support nutrition and hydration for children 1.1 – 1.23		
Learning outcome 8 –Understand the roles and responsibilities related to the administration of medication in early years and childcare settings 8.1, 8.2, 8.3, 8.4	Unit 300 – LO2- 2.7 Administration of medicine		
Unit 003 Professional Practice as an Early Years and Childcare Worker Learning outcome 1- Understand the role, responsibilities and accountabilities of an early years and childcare worker 1.1 - 1.15	Unit 300 – LO3- 3.1 Roles and responsibilities of the early years and childcare worker		
Learning outcome 2- Know how to develop and maintain effective partnership working with others in	Unit 300 – LO3- 3.2 Partnership working		

early years and childcare 2.1, 2.2, 2.3, 2.3, 2.4, 2.5, 2.6			
Learning outcome 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) 3.1, 3.2, 3.3	Unit 300 – LO3- 3.3 Team working		
Learning outcome 4- Know how to handle information in early years and childcare 4.1 – 4.10	Unit 300 – LO3- 3.4 Handling information		
Learning outcome 5 – Understand the importance of upholding the profession of early years and childcare worker 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Unit 300 – LO3- 3.5 Personal conduct of the early years and childcare workers	Topic 3 - 3.3 The roles of health care professionals within all areas of the sector	
Learning outcome 6 – Know how continuing professional development contributes to professional practice 6.1 – 6.11	Unit 300 – LO3- 3.6 Continuing professional development		

<p>Unit 004 Safeguarding Children</p> <p>Learning outcomes 1- Understand the purpose of legislation, national policies and Codes of Conduct and Professional Practice in relation to the safeguarding of children – 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8</p>			
<p>Learning outcome 2 – Understand how to work in ways that safeguard children from harm, abuse and neglect – 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9</p>	<p>Unit 300 – LO4 - 4.1 Safeguarding children from harm, abuse or neglect</p>		
<p>Learning outcome 3- Understand the factors, situations and actions that can lead to or contribute to harm, abuse or neglect – 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8</p>			
<p>Learning outcome 4- Understand how to respond, record and report concerns, disclosures or allegations related to safeguarding 4.1 – 4.11</p>	<p>Unit 300 – LO4 - 4.2 Reporting and recording in relation to safeguarding</p>		
<p>Unit 005 Health and Safety in Children’s Care, Play, Learning and Development</p> <p>Learning outcome 1- Know how to meet legislative requirements for</p>	<p>Unit 300 – LO5 - 5.1 Health and safety in the organisation/setting</p> <p>Unit 300 – LO5 - 5.4 Infection prevention and control</p>		

<p>health and safety in the workplace setting – 1.1, 1.2, 1.3, 1.4</p>	<p>Unit 303 – LO1 – Illness, infestation/infection and reactions to immunisation 1.1 – 1.11</p> <p>Unit 300 – LO5 - 5.5 Food safety</p> <p>Unit 300 – LO5 - 5.6 Hazardous substances</p> <p>Unit 300 – LO5 - 5.7 Security in the organisation/setting</p> <p>Unit 300 – LO5 - 5.8 Managing stress</p>		
<p>Learning outcome 2- Know how risk assessments are used to support health and safety in the work setting – 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p>	<p>Unit 300 – LO5 - 5.2 Risk assessments for health and safety</p>		
<p>Learning outcome 3 – Know how to promote fire safety in work settings – 3.1, 3.2, 3.3, 3.4, 3.5</p>	<p>Unit 300 – LO5 - 5.3 Fire safety</p>		