

LEVEL 3 CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT: PRACTICE AND THEORY

LEARNER
INFORMATION
GUIDE



TABLE OF CONTENTS

Introduction to qualification.....	P3
Qualification structure.....	P6
Assessment.....	P19
Preferred learning style.....	P26
Glossary of terms.....	P30

INTRODUCTION TO QUALIFICATION



Is this qualification suitable for you?

Who is this qualification for?

This qualification is primarily for those working or seeking to work in regulated childcare settings with families/carers and children under the age of 8 years, and NHS children's services for those working with families/carers and children aged 0-19 years.

What does this qualification contain?

This qualification will allow learners to develop the knowledge and skills required for employment and/or career progression in childcare or health settings.

It combines both practice units that are assessed within the workplace with additional theoretical knowledge. The practice element of this qualification mirrors that of the Level 3 Children's Care, Play, Learning and Development: Practice qualification.

The theoretical aspect focuses on principles and theories that influence children's health, well-being and development and how the childcare and child health sector can respond to all the needs of children 0-19 years.

The knowledge, understanding and skills a learner is required to achieve within this qualification builds on the content of the Level 2 Children's Care, Play, Learning and Development: Practice and Theory qualification and the Level 2 Children's Care, Play, Learning and Development: Core qualification.

It is strongly recommended that a learner undertaking this qualification has completed or is currently undertaking the Level 2 Children's Care, Play, Learning and Development: Core qualification.

This specification provides a suitable foundation for the study of early years and childcare through a range of higher education courses, or apprenticeships. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

What does the qualification cover?

The Level 3 Children's Care, Play, Learning and Development: Practice and Theory qualification will enable learners to develop and demonstrate their knowledge, understanding, behaviours, skills and practice within a children's care, play, learning and development setting.

In particular, learners will be able to demonstrate that they:

- understand and apply in practice the principles and values which underpin children's care, play, learning and development
- understand and apply in practice child-centred approaches to care, play and learning
- promote and support child development through their own practice
- evaluate research and theories to support practice
- are aware of key policies within the sector and how these affect service development and delivery
- work in partnership with children, their families, carers and a range of professionals
- reflect on practice to continuously improve
- apply a range of problem-solving techniques
- use literacy, numeracy and digital competency skills as appropriate within their role.

What opportunities for progression are there?

This qualification provides a suitable foundation for the study of early years and childcare through a range of higher education courses, or apprenticeships.

In addition, the qualification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

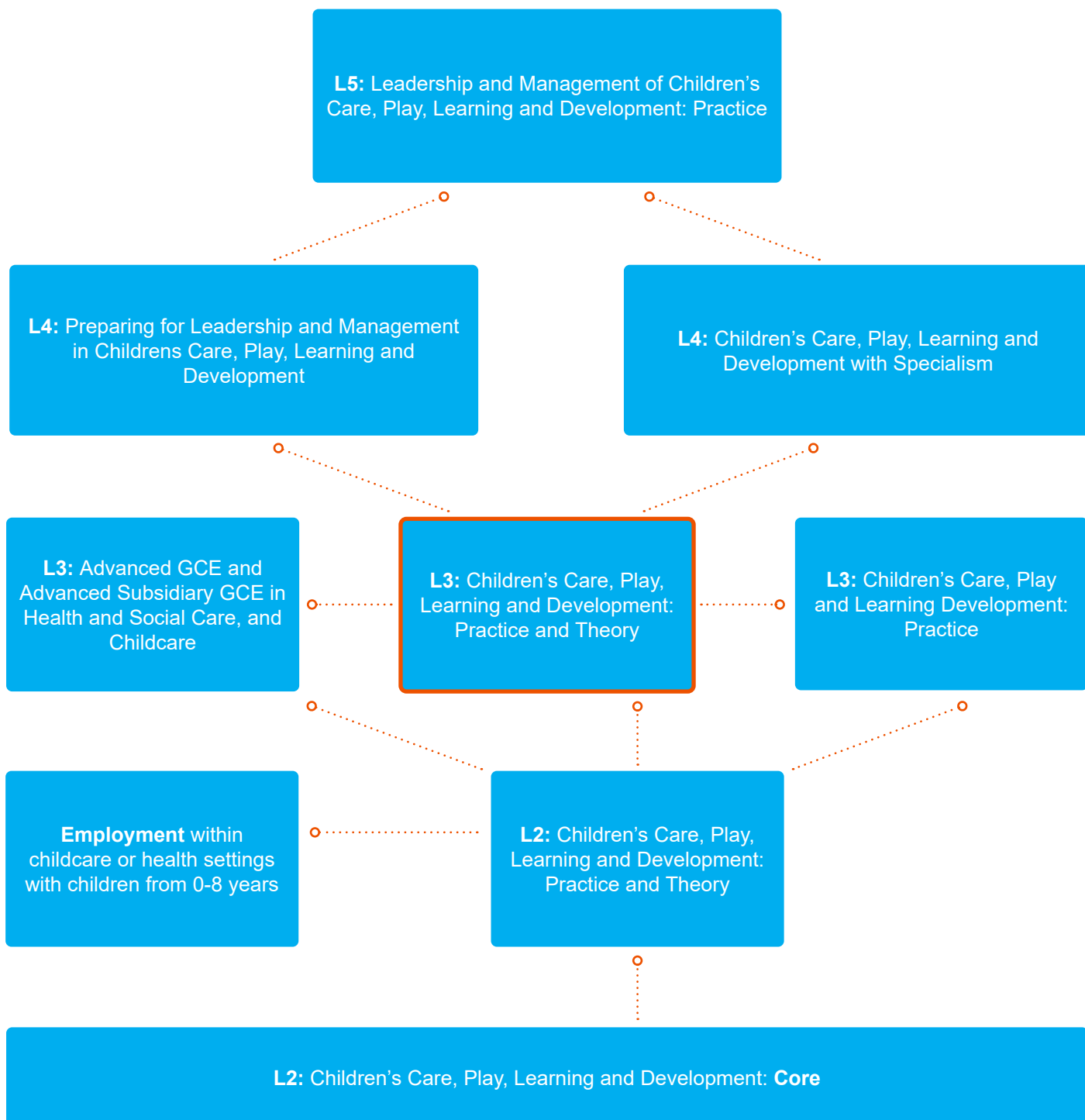
This qualification will also allow learners to progress into employment within a Level 3 role or progress to further learning via the following Consortium qualifications:

- GCE Health and Social Care, and Childcare
- Level 4 Children's Care, Play, Learning and Development with specialism.

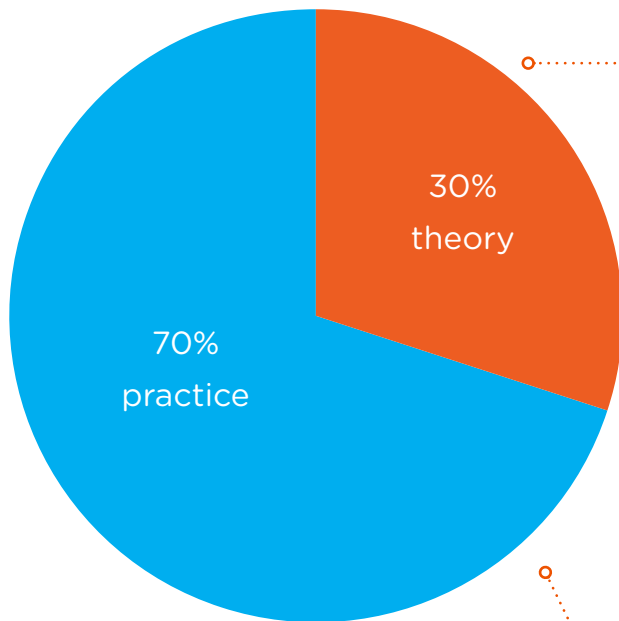
QUALIFICATION STRUCTURE



Where can it lead? Qualification Structure



Qualification Assessment Structure



Practice - Internal Assessment

Learners must successfully complete an externally set, internally marked set of tasks

- a portfolio of evidence
- a professional discussion
- an external examination

Theory - External Exam & Assessment

External Exam Unit 330

- This 120 minute examination paper is available in January and June each year.

External Assessment Unit 331

- This is a research project on a designated topic provided by the WJEC each March.
- An externally set and marked extended investigation.

Portfolio of Evidence

What will I have to do for my **Portfolio of evidence**?

The portfolio is there to provide any extra evidence for any units that are not likely to be observed through the structured tasks or covered in the discussion.

This could be in the form of:

- Witness testimonies from workplace mentor or employer
- Any workplace documentation
- Progress meeting records/notes
- Consent forms
- *Reflective log/diary.*

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 300 Promoting core practice in children’s care, play, learning and development

Level:	3
GLH:	85
Credit:	18
Unit Summary:	The content of this unit reflects the underpinning values, behaviours and principles that should be observed and reflected in practice in all health and care activities that learners engage in. This content builds on the underpinning knowledge developed in the Level 2 Children’s Care, Play, Learning and Development: Core.

GLH - guided learning hours to complete this unit.

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

Unit outcome - this is a breakdown on what is included in the unit.

Outcome 1: Principles and values	
1.1 Legislation, national policies, guidance and frameworks	
You are able to work and support others to work in ways that:	
<ul style="list-style-type: none"> Uphold all relevant Codes of Conduct and Professional Practice in practice Embed the principles that underpin children’s care, play, learning and development in practice. 	
You are able to work in ways that:	
<ul style="list-style-type: none"> Role model practice that embeds the principles that underpin children’s care, play, learning and development. 	
1.2 Rights based approaches	
You are able to work and support others to work in ways that:	
<ul style="list-style-type: none"> Embed a rights based approach in practice Respect and promote equality and diversity towards children, their families/carers and others. 	
1.3 Child-centred approaches	
You are able to work and support others to work in ways that:	
<ul style="list-style-type: none"> Embed child-centred approaches in practice Ensure that the best interests of the child are paramount Support children to actively participate in activities and experiences that reflect their preferences. 	
You are able to work in ways that:	
<ul style="list-style-type: none"> Support a collaborative approach when working with children, their families/carers 	

Unit summary

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.

Learning outcomes

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.

Assessment criteria

Assessment criteria break down the learning outcome into smaller areas to be covered. Assessment criteria may be supported by range, indicated by words or phrases in **bold**.

Guided learning hour (GLH) value

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.

Credit value

This value is based on the guided learning hours **plus** 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. This total number of hours is divided by ten to get the credit value. Credit values are rounded up to the nearest whole number.

What units can I choose?

To achieve the Level 3 Children's Care, Play, Learning and Development: Practice and Theory qualification learners must achieve a minimum of 72 credits in total:

- 30 credits must be achieved from the Mandatory Group 1
- a minimum of 4 credits must be achieved from Optional Group A
- the balance of 16 credits can be achieved from units in Optional Groups A, B or C
- 22 credits must be achieved from Mandatory Group 2

The minimum guided learning hour requirement for this qualification is 720.

Unit Number	Unit title	GLH	Credit
Mandatory Group 1			
300	Promoting core practice in children's care, play, learning and development	85	18
301	Promoting play, learning, growth and development	35	5
302	Promoting nutrition and hydration in early years	30	4
303	Responding to childhood illness, infestation/infection, disease and immunisation	20	3
Optional Group A			
304	Promoting the care of 0-2 year olds	20	4
305	Promoting the care of 2-3 year olds	20	4
306	Promoting work with 3-7 year olds	30	6

Unit Number	Unit title	GLH	Credit
Optional Group B			
307	Promoting the acquisition of a new language through immersion	20	4
308	Supporting families to develop parenting skills	50	13
309	Promoting and supporting speech, language and communication skills	25	4
310	Positive approaches to behaviour support in early years	25	4
311	Supporting children with additional needs	40	8
Optional Group C			
312	Supporting children living with epilepsy	20	3
313	Supporting children's health promotion	15	3
314	Undertaking capillary blood glucose monitoring	15	3
315	Supporting children to undertake glucose monitoring	15	3
316	Taking venous blood samples from children	20	3
317	Providing care for children living with cancer	35	8
318	Palliative and end of life care for children and young people	35	9
319	Administering nasal vaccinations for influenza	15	3
320	Undertaking stoma care	20	3
321	Undertaking non-complex wound care	20	4
322	Undertaking vision screening	20	4
323	Undertaking hearing screening in school age children	15	3
324	Administering adrenaline auto-injections	15	3

Unit Number	Unit title	GLH	Credit
325	Supporting new and expectant parents	20	4
326	Introduction to homebased childcare	40	6
327	Preparing for childminding practice	25	4
328	Facilitate group learning	20	4
329	Supporting individuals with enteral feeding	15	3
208	Supporting children living with diabetes mellitus	20	5
209	Responding to anaphylactic reactions	10	2
210	Introduction to breathlessness and asthma in children	10	2
211	Supporting continence care in children	20	4
212	Supporting individuals with moving and positioning	20	3
213	Introduction to physiological measurements in children	15	3
214	Undertaking point of care testing	15	3
215	Undertaking collection of specimens	10	3
Mandatory Group 2		220	22
330	Principles and theories that influence children's care, play, learning and development in the 21 st century in Wales.	190	19
331	Investigating current issues in children's care, play, learning and development in Wales.	30	3

What will I learn about?

MANDATORY UNITS	
Unit 300: Promoting core practice in childrens care, play, learning and development	<p>Unit Summary: The content of this unit reflects the underpinning values, behaviours and principles that should be observed and reflected in practice in all health and care activities that learners engage in.</p> <p>This content builds on the underpinning knowledge developed in the Level 3 Childrens Care, Play, Learning and Development: Core.</p>
Unit 301: Promoting play, learning, growth and development	<p>Unit Summary: This unit supports the learner to develop the knowledge and skills that are essential when supporting play, growth, learning and development of children.</p>
Unit 302: Promoting nutrition and hydration in early years	<p>Unit Summary: This unit supports the learner to develop the knowledge and skills that are essential when promoting the nutrition and hydration of children.</p>
Unit 303: Responding to childhood illness, infestation/ infection, disease and immunisation	<p>Unit Summary: This unit supports the learner to develop the knowledge and skills that are essential when recognising and responding to potential illness, infestation/infection, notifiable disease and immunisation during childhood.</p>
OPTIONAL GROUP A	
Unit 304: Supporting the care of 0-2 year olds	<p>Unit Summary: This unit supports the learner to develop the knowledge and skills that are essential when working with 0-2 year olds. It includes the benefit of childcare provision and support services and the provision of physical care routines.</p>
Unit 305: Supporting the care of 2-3 year olds	<p>Unit Summary: This unit supports the learner to develop the knowledge and skills that are essential when working with 2-3 year olds. It includes the role of childcare provision and support services and the provision of safe physical care routines.</p>
Unit 306: Working with 3-7 year olds	<p>Unit Summary: This unit covers the introductory knowledge and skills required to contribute to the care of children aged 3-7 years, including learning and development, reflecting the current Welsh Early Years Curriculum.</p>

OPTIONAL GROUP B	OPTIONAL GROUP C
<p>Unit 307: Promoting the acquisition of a new language through immersion</p> <p>Unit 308: Positive families to develop parenting skills</p> <p>Unit 309: Promoting and supporting speech, language and communication skills</p> <p>Unit 310: Positive approaches to behaviour support in early years</p> <p>Unit 311: Supporting children with additional needs</p>	<p>Unit 312: Supporting children living with epilepsy</p> <p>Unit 313: Supporting children's health promotion</p> <p>Unit 314: Undertaking capillary blood glucose monitoring</p> <p>Unit 315: Supporting children to undertake glucose monitoring</p> <p>Unit 316: Taking venous blood samples from children</p> <p>Unit 317: Providing care for children living with cancer</p> <p>Unit 318: Palliative and end of life care for children and young people</p> <p>Unit 319: Administering nasal vaccinations for influenza</p> <p>Unit 320: Undertaking stoma care</p> <p>Unit 321: Undertaking non-complex wound care</p> <p>Unit 322: Undertaking vision screening</p> <p>Unit 323: Undertaking hearing screening in school age children</p> <p>Unit 324: Administering adrenaline autoinjections</p> <p>Unit 325: Supporting new and expectant parents</p> <p>Unit 326: Introduction to homebased childcare</p> <p>Unit 327: Preparing for childminding practice</p> <p>Unit 328: Facilitate group learning</p> <p>Unit 329: Supporting individuals with enteral feeding</p> <p>Unit 208: Supporting children living with diabetes mellitus</p> <p>Unit 209: Responding to anaphylactic reactions</p> <p>Unit 210: Introduction to breathlessness and asthma in children</p> <p>Unit 211: Supporting continence care in children</p> <p>Unit 212: Supporting individuals with moving and positioning</p> <p>Unit 213: Introduction to physiological measurements in children</p> <p>Unit 214: Undertaking point of care testing</p> <p>Unit 215: Undertaking of collection of specimens</p>

MANDATORY GROUP 2	
<p>Unit 330: Principles and theories that influence children's care, play, learning and development in the 21st century in Wales includes five main topic areas:</p>	<ul style="list-style-type: none"> • supporting holistic development 0-19 years • positive behaviour approaches to support holistic development • healthcare provision available in Wales from conception to 19 years and how it supports health and well-being • the principles to ensure inclusive learning for all children 0 – 19 years • the impact of traditional and contemporary thinking on children's holistic development. <p>The unit content extends the knowledge and understanding that learners will acquire through completion of their chosen practice units and introduces additional topics to reflect the wider needs of the children's care, play, learning and development sector.</p> <p>Learners will gain knowledge and understanding of children's care, play, learning and development, covering the entire age range of 0-19 years. This will build on and consolidate knowledge and understanding gained during their work placement which is focused on children aged 0-8 years (or a subsection within this age range).</p> <p>Learners will gain knowledge and understanding of how different health, early years and education settings can promote and support health, well-being and development, 0-19 years.</p> <p>This will give learners the opportunity to broaden their knowledge and understanding as their work placement opportunities may be limited to one or two settings.</p> <p>In addition, as the unit includes a focus on the health aspects of children's care, play, learning and development, learners will gain knowledge and understanding of the role and value of many different areas within the healthcare sector. This will extend knowledge and understanding of healthcare services, professionals that work within the services and give learners an insight into employment opportunities as well as further qualifications within the healthcare sector that they may wish to pursue on completion of this qualification.</p>
<p>Unit 331: Investigating current issues in children's care, play, learning and development in Wales requires learners to investigate a contemporary issue for the sector.</p>	<p>This unit does not contain any additional content. To complete the assessment, learners will draw on knowledge and understanding gained through completion of Unit 330 and their chosen practice units.</p>

What work placements can I attend?

This qualification requires learners to undertake work placement in an appropriate childcare/child health setting.

In addition to meeting all the learning outcomes within the qualification content, learners will also need to fulfil the mandatory requirement of a minimum of 100 days (700 hours) work placement working with children (0-7 years 11 months) in order to achieve this qualification.

The 100 days (700 hours) requirement **cannot** be met via time spent with children within a learner's family/extended family or through babysitting for neighbours, friends or through any other informal arrangements.

To complete the 700 hours, the learner will need to secure a suitable work placement to demonstrate their competence skills. Whilst on work placement, the learner will be visited by an assessor who will observe practice and competence in the workplace. The assessor will record their findings in a report which will outline what has been achieved.

Placement examples can include:

Qualities 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://bit.ly/342OV7Y>

Social Care Wales Induction Handbook: <https://bit.ly/2X392Bm>

Social Care Wales: <https://bit.ly/2JKqJhz>

ASSESSMENT



Prior knowledge from Level 2 Children's, Care, Play, Learning and Development: Core

If you have successfully completed Level 2 Children's, Care, Play, Learning and Development: Core, you have covered parts of theory for Level 2 Children's, Care, Play, Learning and Development: Practice and Theory. You can use this knowledge to help you show competence in Unit 300.

Below are some topics you would have covered:



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

Assessment approach

The Level 3 Children's Care, Play, Learning and Development: Practice qualification will be internally assessed through a series of assessment activities.

- A set of **structured tasks** which will be used to gather assessment evidence for the majority of the mandatory content, and to provide framework for collection of the required evidence for units selected from optional groups A and B. These tasks will consist of candidates being observed supporting the learning and development of children through the completion and evaluation of four observations, followed by the planning of four separate developmental activities and then conducting those activities.
- A **portfolio of evidence** will be kept alongside the structured tasks. The purpose of the portfolio is to provide evidence for any units/outcomes that are not likely to be observed through the structured tasks or covered during the discussion. This will include underpinning elements from within the mandatory content, where evidence is most likely to come from that observed in or inherent in day-to-day practice. The portfolio will also include evidence from the optional group C units, where evidence cannot be generated readily from within the framework of tasks.
- The assessment approach will be finalised by the candidate delivering a final evaluation of their activities through an assessor-led **professional discussion**, this will focus on the candidate's reflections and learning from promoting and supporting children's play, learning and development through their practice.

Unit 330

External examination (Unit 330)

The external examination will consist of one 120-minute paper (which can be taken on paper or on-screen) and which will:

- be set and marked by WJEC
- assess content within topic areas 1-5
- include a maximum of 100 marks
- include a balance of short and extended answer questions, based on stimulus material and applied contexts
- assess each topic area (1-5) each series
- assess all sections of each key topic area over the lifespan of the specification
- be graded pass/merit and distinction
- be available in January and May from 2021 onwards.

Unit 331

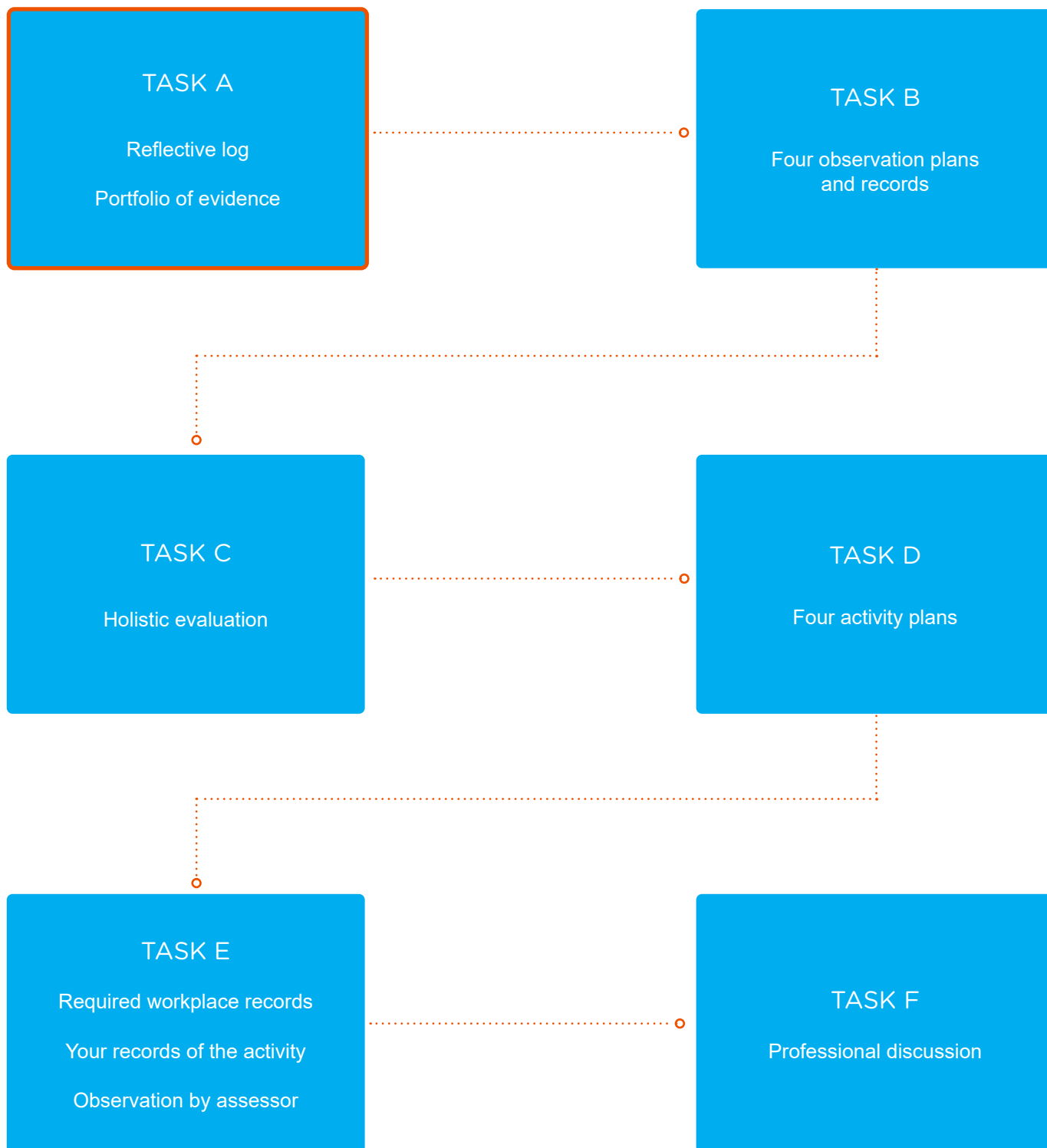
Extended Investigation (Unit 331)

Candidates are required to undertake an extended investigation based on a specific topic. The purpose of this investigation is to allow learners to conduct and analyse evidence collected via the investigation which will support learning from unit 330, make links between theory and practice and help prepare for further and higher education (if applicable).

There are three stages of non-examination assessment that are controlled:

- setting the investigation
- completing the investigation
- marking the investigation.

Summary of assessment for Level 3 Children's Care, Play, Learning and Development: Practice



What is a reflective log?

Your reflective log is a critical piece of evidence in completing your **Level 3 Children's Care, Play, Learning and Development: Practice** qualification. This is a written piece of evidence whereby you reflect on your practice while working with the children in your setting, and identify any of your own development needs to discuss further with your manager/assessor.

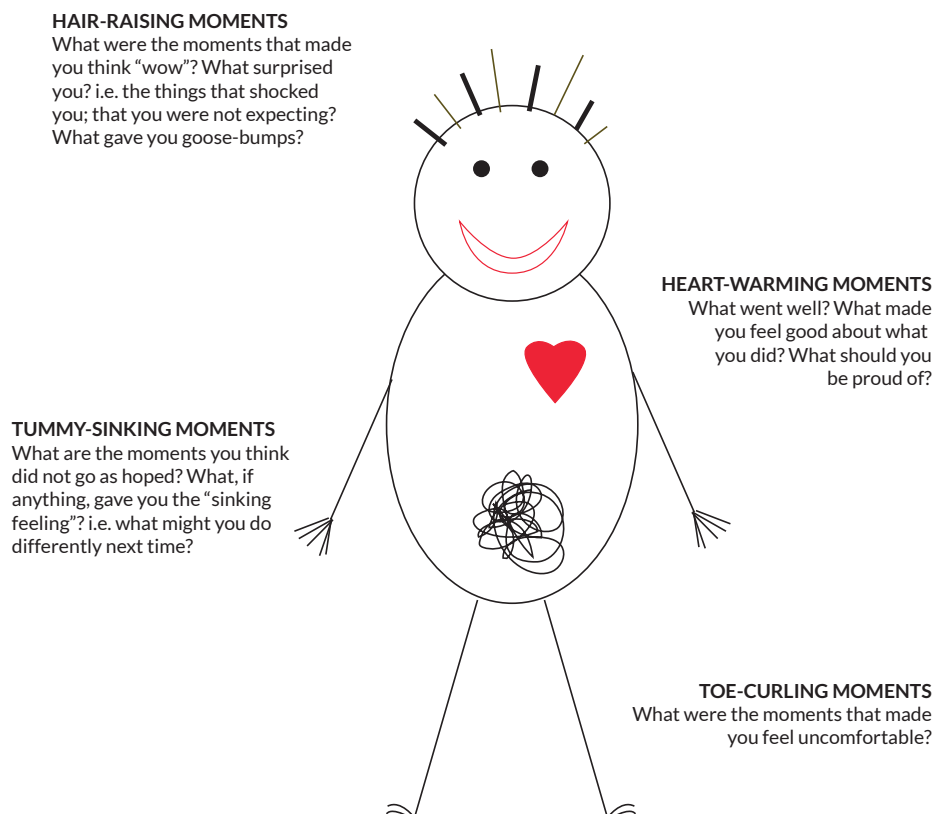
This log is more than a diary and will contain more than a record of events, it will also contain self-reflection, critical analysis and detailed reviews of what you have achieved, what has gone well, or less well, and your thoughts and feelings on how to develop and improve in practice. It is also an opportunity for you to showcase that you know and understand the concepts, approaches, policy and legislation that underpins high quality, child-centred and rights based practice.

Your manager is encouraged to support you to complete this log using different styles of reflection, supporting you to identify and use a format that reflects best your learning style. Your manager should be sure that you understand what you need to do and by when, and that you need to add explanations showing understanding during your written work. They should also ensure that you are not led or told what to do in a way that prevents you from being able to show your own independent decision making and practice.

Reflection is an ongoing process, of immense value and importance, and as such you should update your log regularly throughout the period between progress meetings. Your log will be the subject of discussion during progress meetings and will enable your assessor and manager to more fully support your learning, determine confidence and knowledge, as well as your readiness for assessment.

There are various models of reflection which you can use for your **Level 3 Children's Care, Play, Learning and Development: Practice** reflective log and reflective review of each of the four opportunities/experiences, however it is recommended that you follow Rachel Rayner's model 'Head, Heart, Tummy, Toes'.

This model will guide you in the different elements and layers required in a good reflection, thereby ensuring that you include the necessary detail, analysis and reflection within all of your entries.



What is a guided discussion?

The final assessment activity that you need to be complete is a formal discussion with your assessor. This assessment will be developed to support your assessor to confirm or consolidate any gaps in your evidence; or to add an extra layer of confidence, particularly around any knowledge aspects that may not have been fully seen or explored through your practice observations.

The discussion should form a small part of the overall assessment; if your assessor finds that the evidence to be collected within this element is disproportionately heavy, they will review this and ask you to provide alternative evidence.

Your assessor will use the discussion to ask you questions on areas they have identified as having insufficient evidence within your portfolio and tasks. Your assessor may have identified these deficits at an earlier stage in the assessment process, e.g. during the initial planning and mapping of outcomes, or as evidence is not witnessed during ongoing observation and assessment; or may do so when reviewing the final submitted evidence prior to the discussion.

Prior to the discussion

The assessor will plan the structure of the discussion, i.e. consider the outcomes to be reviewed and the range of questions to ask you. You will not be asked to prepare anything specific for the discussion and the assessor will ensure that questions are clear, and that sufficient relevant context is given if the question is asked on an aspect of observed practice to allow you to recall the event.

Introducing the discussion

It is important that you are at ease at the beginning of the assessment and before collection of evidence begins. This is to enable an accurate assessment of your application of the standards by minimising the extent to which your performance may be hindered by anxiety. Your assessor will take all reasonable steps to ensure this including:

- introducing themselves and explaining their role in the process
- summarising the purpose and structure of the discussion
- emphasising that the confidentiality of their assessment will be maintained
- asking you if you have any questions before beginning the assessment.

During the discussion

Your assessor will make notes to capture your responses. The discussion should feel as natural as possible, utilising open questions to allow you to dominate the conversation. It is expected that the assessor will use a number of techniques to ensure the assessment remains focused and effective. These may include:

- Using follow up questions where necessary to probe for more information or to clarify points, questions such as 'How did you know that?', 'What method did you use to arrive at that conclusion?'
- Providing summaries of points covered to ensure they have understood and recorded candidate evidence accurately.

Following the discussion

Your assessor will complete the Discussion Recording Form confirming whether the key outcome areas to be met have now been sufficiently evidenced.

Timings

As the discussion is based on confirming and consolidating evidence, it is not expected to last more than 15-20 minutes in total.

Retention of evidence

It is permitted for the assessor to digitally record the discussion to support the assessment process, e.g. to use as a post-review tool, or to support the capturing of notes that may be difficult to fully take during the discussion. If the assessor plans to record the discussion digitally, this must be discussed and agreed with you prior to the discussion starting.

PREFERRED LEARNING STYLE



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

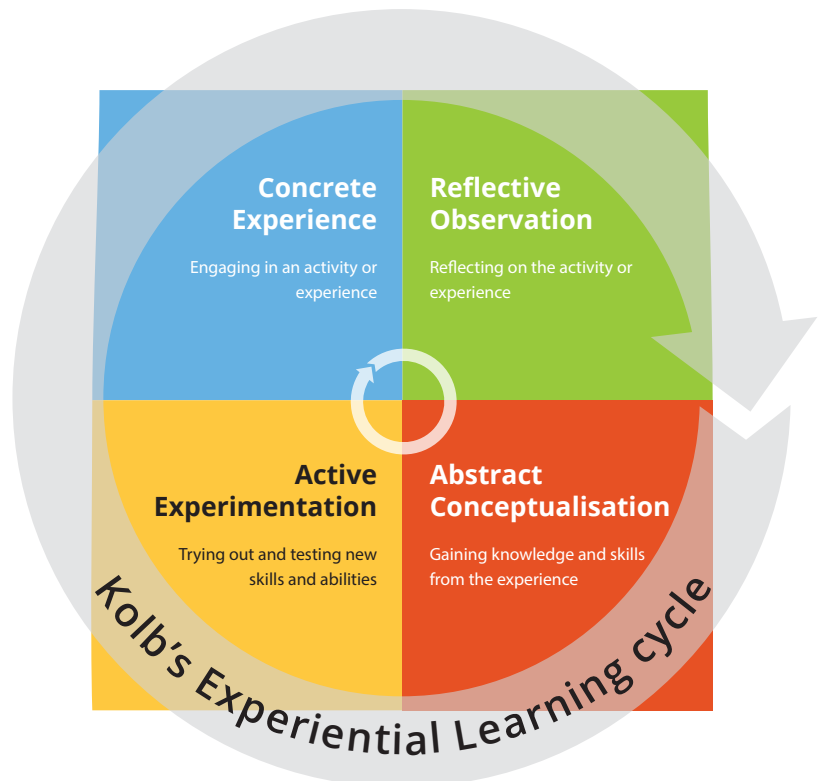
Learning is a very individual process, and so it's important to focus on how you can learn and process information effectively and how this can support your success and progression. It's important that you learn effectively so that you can recall your new knowledge easily when needed. This isn't only 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 I 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

Guidance for the delivery of the practice units	The following summary provides guidance on the different elements that are found within the units and information on unit delivery.
Application of unit 200	<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>
Unit summary	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.
Learning outcomes	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.
Assessment criteria	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 bold .
Range	<p>Some words or phrases within assessment criteria are presented in bold, 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 – all elements listed in the range must be covered as part of the delivery of the unit.</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>
Evidence requirements	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.

<p>Guidance for delivery</p>	<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 bold are included in the guidance for delivery.</p>
<p>Related NOS (National Occupational Standards)</p>	<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>
<p>Related legislation and guidance</p>	<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>
<p>Recommended unit guidance</p>	<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> <p>https://socialcare.wales/resources/qualification-framework-for-the-social-care-sector-in-wales</p>
<p>Guided Learning Hours (GLH) value</p>	<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>
<p>Credit value</p>	<p>This value is based on the guided learning hours plus 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 within this qualification and what they mean

Level 3 CCPLD Practice and Theory: External Assessments		
The following commands will be used within the external assessments		
AO	Command	Requirements of response
AO1	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'
	Outline	Set out the main points/provide a brief description or main characteristics
	State	As for 'give'
	Suggest	Put forward an idea, reason or course of action
	Summarise	Select and present the main points (without detail)
AO2	Analyse	Examine an issue in detail; how parts relate to whole, to explain and interpret
	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
	Discuss	Examine an issue in detail/in a structured way, taking into account different ideas
	Explain	Provide details and reasons for how and why something is the way it is
	Show	Make clear how a concept or theory works in a particular context
AO3	Use	Apply the information provided to a particular theory or concept
	Advise	Suggest a proposal or course of action based on supported reasons
	Assess	Make an informed judgement
	Compare	Identify and comment on/explain similarities
	Consider	Review and respond to given information
	Contrast	Identify and comment on/explain differences
	Distinguish between	Identify and explain the differences between ideas or topics
	Evaluate	Make a judgement by weighing up evidence to come to a conclusion
	Examine	Inspect thoroughly, in detail and draw a conclusion
	Investigate	Study in detail and draw a conclusion
	Justify	Support a case with evidence/argument
	Recommend	Put forward a proposal based on reasons/evidence
Reflect	Evaluate and/or consider	