

Introduction to the Level 2

Children's Care, Play, Learning and
Development: Practice qualification
– a learner/student guide



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Overview of the framework

The Welsh Government's ambition is to develop a skilled childcare and play workforce, which is highly regarded as a profession and a career of choice, and recognised for the vital role the sector plays in supporting our children's development. (2019 SCW: AWIF; p. 1, accessed 06.08.19)

https://socialcare.wales/cms_assets/file-uploads/All-Wales-induction-framework-for-early-years-and-childcare.pdf

From 2015-2016, Qualifications Wales conducted a review of all of the health and social care, and childcare qualifications that were fundable in Wales. Following the review, Qualifications Wales concluded that the vast number of qualifications available caused too much confusion for learners, parents/carers and employers.

Because of these findings, Qualifications Wales 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 (see illustration on page 5). 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.

City & Guilds and WJEC are recognised Awarding Bodies. This means that we are approved by Qualifications Wales, and other bodies across the UK, to design, develop, deliver and award qualifications in line with specific conditions and regulations.

You can find out more about Qualifications Wales' review here: <https://qualificationswales.org/english/qualifications/vocational-qualifications/sector-reviews/health-social-care-and-childcare/>

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 1 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.

Complete Health and Social Care and Children's Care, Play, Learning and Development suite of qualifications 2020

This student guide focuses on the **Level 2 Children's Care, Play, Learning and Development: Practice** qualification. You must be at least 16 years old to complete this qualification. How the qualification fits within the new suite of qualifications is highlighted on the framework below. Please note that the Level 4 qualification titles are indicative and subject to change.



The Level 2 Children's Care, Play, Learning and Development: Practice qualification

You are working towards the **Level 2 Children's Care, Play, Learning and Development: Practice** qualification, which is designed for individuals working in, or seeking to work, in:

- regulated childcare settings with children under the age of 8 and their families/carers
- NHS children's services for those working with children from 0-19 and their families/carers.

This qualification will enable you to develop and demonstrate your knowledge, understanding, behaviours, skills and practice within a children's care, play, learning and development setting. In particular, you will be able to demonstrate that you:

- 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, learning and development
- make a positive contribution to the children's care, play, learning and development sector through your own practice
- reflect on practice to continuously improve
- understand job roles and functions within the children's care, play, learning and development sector
- use literacy, numeracy and digital competency skills as appropriate within your role.

The knowledge, understanding and skills you are required to achieve within this qualification build on the content of the **Level 2 Children's Care, Play, Learning and Development: Core** qualification. It is strongly recommended that you have completed or are currently undertaking the **Level 2 Children's Care, Play, Learning and Development: Core** qualification.

By the end of your qualification, you will also have gained the fundamental knowledge, understanding, behaviours, skills and practice you need to support progression on to further study or employment with the Children and Early Years sector.

How can I be confident that this qualification is up-to-date and will be recognised by employers?

The content of the **Level 2 Children's Care, Play, Learning and Development: Practice** qualification has been developed in partnership with the following organisations and individuals:

- Qualifications Wales
- Social Care Wales
- Health Education and Improvement Wales
- The Early Years Network
- CWLWM
- Tutors, teachers, assessors and other experts.

The content is informed and influenced by the All Wales Induction Framework (AWIF) for Early Years and Childcare. This structure and content will help you to become confident that you can demonstrate your knowledge, understanding, behaviours, skills and practice in the Early Years and Childcare sector in Wales.

Early Years and Childcare employers may use the All Wales Induction Framework (AWIF) for Early Years and Childcare to inform their workplace induction programme and so completing the **Level 2 Children's Care, Play, Learning and Development: Practice** qualification will help you to prepare for employment, particularly if you have also completed the new **Level 2 Children's Care, Play, Learning and Development: Core** qualification either prior to or alongside it. Learners who are currently employed and have already completed a formal induction may have a firm knowledge basis that will support their learning. Tutors/Assessors will want to talk to you about what you already know and can do in order to avoid repeating learning unnecessarily.

How does the All Wales Induction Framework (AWIF) for Early Years and Childcare link to qualifications from September 2019?

From September 2019, the 'core' qualification for all the Level 2 and 3 early years, childcare and play qualifications in Wales will reflect the generic knowledge and understanding of the induction framework. The practice elements of the induction framework will also be reflected in the practice qualifications. This means, that as new workers undertake the induction framework, they will start generating evidence that can be used towards achieving the qualifications they need to practice. (2019 SCW: AWIF; p. 8, accessed 12.07.19)

https://socialcare.wales/cms_assets/file-uploads/All-Wales-induction-framework-for-early-years-and-childcare.pdf

It is likely that your school, college or work-based provider will be working closely with Early Years and Childcare employers in your area and they will have developed a programme of study to ensure that all of the qualification requirements are fully met. Your learning may occur in a very structured environment, e.g. in a traditional classroom, or by a more blended approach that involves both classroom and online learning. Alternatively, you may be supported to learn 'on-the-job' and to undertake some self-directed study. Whatever approach to learning is taken, we have provided some supportive resources that will help you along the way.

The qualification resources are available in Welsh and in English. Please speak to your tutor/teacher/assessor about completing your qualification in Welsh. Support materials available online from Health and Care Learning Wales include:

- qualification handbook
- qualification delivery guide
- assessment pack.

Whether you are at school, college or being supported by a work-based provider, it is likely that you will need to learn information that is new to you. How you learn can be influenced by a number of different factors, including what motivates you and what type of environment you need. Your tutor/teacher/assessor will want to work with you to find out how they can support you to learn effectively – this is often referred to as your '**preferred learning style**' (see page 47 for more information about '**preferred learning styles**').

Qualification structure

The **Level 2 Children's Care, Play, Learning and Development: Practice** qualification is made up of mandatory and optional units.

There are four units within the mandatory group:

- 200 Supporting core practice in children's care, play, learning and development
- 201 Supporting play, learning, growth and development
- 202 Supporting nutrition and hydration in early years
- 203 Responding to signs of potential illness and infestation/infection.

There are 3 groups of optional units, with 16 units in total. Group A has 3 units, group B has 2 units and group C has 11 units. You must choose **at least 3 optional units**, 1 of which must be from group A. Your chosen units must equate to at least 10 credits in total.

The main assessment methods within this qualification will be through a series of structured tasks, a portfolio of evidence and an assessor led discussion. The assessment activities have been designed to allow for holistic evidence collection; this means that your evidence will be collected from real working situations that show you can work confidently and consistently across all aspects of the qualification on more than one occasion. They will support you to demonstrate your knowledge and skills across different units and learning outcomes within the same activity; this will reduce any repetition of assessment.

The tasks will require you to integrate your knowledge and skills in a way that reflects workplace and sector requirements to provide effective care and support. The assessment therefore focuses on ensuring the quality and consistency of your practice.

What is a unit?

All of the knowledge, understanding, behaviours, skills and practice required for this qualification is arranged in units – a bit like chapters in a book. The unit layout used in this qualification is illustrated below and we have identified some key aspects and language that you will become more and more familiar with as you progress through your learning and assessment journey.

The diagram shows a unit page from a handbook with several callout boxes pointing to specific parts of the page:

- Unit number:** Points to "Unit 204".
- Unit level:** Points to "Level: 2".
- Unit aim/summary:** Points to the "Unit Summary" section.
- Unit title:** Points to "Supporting the care of 0-2 year olds".
- GLH:** Points to "GLH: 20".
- Learning Outcome (LO):** Points to the first "Learning outcome" section.
- Assessment criteria (AC):** Points to the "Assessment criteria" section under the first learning outcome.

Unit aim/summary:
A high level summary of the unit content knowledge, understanding and/or skills the learner is expected to gain by its completion. It can include information about the types of settings the unit relates to, or is precluded from.

Unit number: Unit 204

Unit title: Supporting the care of 0-2 year olds

Level:	2
GLH:	20
Credit:	3

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 benefits of childcare, provision and support services and the provision of physical care routines

Learning outcome:

1. The role and benefits of childcare provision and support services for 0-2 year olds

Assessment criteria

You know:

- 1.1 Different types of childcare provision and support services for 0-2 year olds
- 1.2 The purpose of childcare provision and support services and the role they play in aiming to address childhood disadvantage
- 1.3 Current **public health priorities** for 0-2 year olds and their benefits
- 1.4 The impact of childhood disadvantage upon health, well-being and development of 0-2 year olds

Range

Public health priorities: Nutrition and hydration, oral health care, play and physical activity, vision, childhood immunisation programme, preparation of school readiness and promotion of safety in the home, cessation of smoking by adults, reduction of exposure to secondary smoke, prevention of accidents and injuries, and safety in the community

Learning outcome:

2. Support bonding and attachment for 0-2 year olds

Assessment criteria

You understand:

- 2.1 The terms 'bonding' and 'attachment' and their importance for babies/toddlers holistic learning, growth, development and well-being
- 2.2 The importance of bonding and attachment in reducing the impact of childhood disadvantage
- 2.3 The types of attachments babies/toddlers can form
- 2.4 The signs of insecure attachment
- 2.5 How to promote secure attachments for babies/toddlers

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Some words and statements appear in bold – why is that?

Within each unit you will notice that some words and statements are in bold. This means these are to be considered in a particular way or there is certain definition or meaning that needs to be used. Further information relating to these words and statements can be found in the 'Range' section of the unit.

Unit 204 **Supporting the care of 0-2 year olds**

Level:	2
GLH:	20
Credit:	3
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 benefits of childcare provision and support services and the provision of physical care routines

Learning outcome:

1. The role and benefits of childcare provision and support services for 0-2 year olds

Assessment criteria

You know:

- 1.1 Different types of childcare provision and support services for 0-2 year olds
- 1.2 The purpose of childcare provision and support services and the role they play in aiming to address childhood disadvantage
- 1.3 Current **public health priorities** for 0-2 year olds and their benefits
- 1.4 The impact of childhood disadvantage upon health, well-being and development of 0-2 year olds

Range

Public health priorities: Nutrition and hydration, oral health care, play and physical activity, vision, childhood immunisation programme, preparation of school readiness and promotion of safety in the home, cessation of smoking by adults, reduction of exposure to secondary smoke, prevention of accidents and injuries, and safety in the community

Learning outcome:

2. Support bonding and attachment for 0-2 year olds

Assessment criteria

You understand:

- 2.1 The terms 'bonding' and 'attachment' and their importance for babies/toddlers holistic learning, growth, development and well-being
- 2.2 The importance of bonding and attachment in reducing the impact of childhood disadvantage
- 2.3 The types of attachments babies/toddlers can form
- 2.4 The signs of insecure attachment
- 2.5 How to promote secure attachments for babies/toddlers

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Words in bold

Range:

Identifies exactly what must be considered when addressing these words or statements in bold.

Where can I find more information about each unit?

At the end of every unit we have provided further guidance and your tutor/trainer/assessor will refer to these to guide their delivery of teaching, learning and assessment. The 'Guidance for Delivery' for unit 202 is illustrated below. You may find it useful to look at the 'Guidance for Delivery' of all of the units in this qualification. This can be found in the [Qualification handbook](#).

Unit 202 Supporting nutrition and hydration in early years

Supporting Information

Evidence requirements

The evidence for this unit will be presented through the structured tasks. Guidance for any additional evidence that may be needed can be found in the assessment pack

Guidance for delivery

Delivery of this unit should incorporate and build on the core knowledge developed within the Level 2 Core qualification, and through the application of this knowledge in practice, demonstrated through the mandatory core practice unit.

Factors that influence the intake of food and drink:

- Special dietary requirements for medical reasons can include e.g.
 - o Texture modification to make food easier to eat (pureed or mashed);
 - o Gluten free food for children with Coeliac disease
 - o Modified diet for diabetic children
 - o Modified diet for children with food allergies and intolerances.

Provision for cultural, religious or ethical (vegetarian or vegan reasons)

Shape, colour, texture, smell, presentation and choice of food,
 Food avoidance, eating with peers, providing a consistent approach and positive role modelling, encouraging opportunities to experience new food,
 Fun food activities and initiatives including involving children in food preparation and serving, and trying foods from different cultures, growing and cooking food.
 Low income and food poverty

Related NOS

- SCD CCLD 0205: Maintain environments to meet children's need
- SCD CCLD 0208: Support the care of babies and children
- SCD CCLD 0307: Promote the health and physical development of children
- SCD CCLD 0319: Promote healthy living for children and families

Related legislation and guidance

- National Minimum Standards for Regulated Childcare for children up to the age of 12 years (2018) <https://careinspectorate.wales/sites/default/files/2018-01/160411regchildcareen.pdf>
- Welsh Government Food and Health Guidelines for Early Years and Child Care Settings (2009) <https://gov.wales/docs/phhs/publications/foodandhealth/090414guidelinesen.pdf>

Infection Prevention and Control for Childcare Settings (2014) <http://www.wales.nhs.uk/sitesplus/documents/888/Infection%20Prevention%20and%20Control%20for%20Childcare%20Settings%20Final%202014%20%282%29.output.pdf>

Caroline Walker Trust 'Eating well for under 5's in child care: Practical and nutritional guidelines (2006) <https://www.cwt.org.uk/wp-content/uploads/2014/07/Under5s.pdf>
 Nutritional guidance for early years – 'Food choices for children aged 1-5 years in early education and childcare settings' Scottish Executive, Edinburgh (2006) <https://www2.gov.scot/resource/doc/89729/0021563.pdf>

The Royal College of Midwives 'Position statement: Infant Feeding' (2018) <https://www.rcm.org.uk/sites/default/files/Infant%20Feeding.pdf>

NHS - What to feed young children <http://www.nhs.uk/Conditions/pregnancy-and-baby/Pages/understanding-food-groups.aspx>

NHS - Breastfeeding <http://www.nhs.uk/start4life/breastfeeding>

NHS - First Foods <https://www.nhs.uk/start4life/baby/first-foods>

The breastfeeding network <https://www.breastfeedingnetwork.org.uk/>

Weaning – learning to like new tastes and textures http://www.infantandtoddlerforum.org/media/upload/pdf-downloads/GT_Weaning.pdf

Feeding your toddler/pre-school child <https://www.nutrition.org.uk/healthyliving/lifestages/feeding-your-toddlerpre-school-child.html>

Perfect portions for toddlers https://www.nutrition.org.uk/attachments/article/734/BNF%20Toddler%20Eatwell%20Leaflet_OL.pdf

Health check http://www.nurseryworld.co.uk/digital_assets/985/NW_Ofsted-framework.pdf

What subject areas will I learn about?

Each of the units in the qualification includes areas of learning that link to each unit title. As illustrated above, these are presented in Learning Outcomes and Assessment Criteria. An overview of each group of units in the **Level 2 Children's Care, Play, Learning and Development: Practice** qualification is provided below:

MANDATORY UNITS	
Unit 200: Supporting core practice in children's 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 2 Children's Care, Play, Learning and Development: Core.</p>
Unit 201: Supporting 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 202: Supporting nutrition and hydration in early years	<p>Unit summary: This unit supports the learner to develop the knowledge and skills that are essential when supporting the nutrition and hydration of children in early years.</p>
Unit 203: Responding to signs of potential illness and infestation/infection	<p>Unit summary: This unit supports the learner to develop the knowledge and skills that are essential when recognising and responding to potential illness during childhood.</p>

OPTIONAL GROUP A

Unit 204: Supporting the care of 0 – 2 year olds

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 benefits of childcare provision and support services and the provision of physical care routines.

Unit 205: Supporting the care of 2 – 3 year olds

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.

Unit 206: Working with 3 – 7 year olds

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.

OPTIONAL GROUP B	OPTIONAL GROUP C
<p>Unit 207: Supporting the acquisition of a new language through Immersion</p> <p>Unit 310: Positive approaches to behaviour support in early years</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 collection of specimens</p> <p>Unit 312: Supporting children living with epilepsy</p> <p>Unit 314: Undertaking capillary blood glucose monitoring</p> <p>Unit 315: Supporting children to undertake glucose monitoring</p>

Note, the units in optional groups B and C have been divided between the two groups to allow for easy differentiation between specific early years content and more health-related content.

What do I have to do to achieve this qualification?

In order to achieve the **Level 2 Children's Care, Play, Learning and Development: Practice** qualification you will need to:

- work closely with your **tutor/teacher/assessor/workplace mentor/employer**
- be prepared to learn about and experience new things related to working with children
- prepare for and complete assessments – there is more information about assessment on page 30.

What is a tutor/teacher?

A tutor/teacher may be allocated to you by your school, college or work-based provider. It is unlikely that they will be working solely with you, although this does happen occasionally. A tutor/teacher is someone who will support and guide you and will help you to learn about all of the important things that you need to know in order to work safely with children and to meet their needs. Your tutor/teacher will use learning resources and teaching techniques that are designed to help you to prepare for assessment.

What is an assessor?

An assessor is someone who is occupationally competent, which means that they have experience and expertise that is relevant to the childcare and early years sector. An assessor may be allocated to you by your school, college or work-based provider. They will usually work with more than one learner, but will normally assess each learner individually. Your assessor will support you to plan and prepare for assessment and they will be involved in making assessment decisions about how well you know and understand the fundamental knowledge we referred to above.

YOU WILL ALSO COME INTO CONTACT WITH OTHER KEY PEOPLE AS YOU WORK TOWARDS GAINING YOUR QUALIFICATIONS, INCLUDING THE INTERNAL QUALITY ASSURER AND WHEN YOU HAVE COMPLETED ALL OF YOUR ASSESSMENTS YOU MAY HAVE AN OPPORTUNITY TO MEET THE EXTERNAL QUALITY ASSURER.

What is an Internal Quality Assurer (IQA)?

An IQA will be identified by your school, college or work-based provider. Their main function is to manage a team of assessors in order to maintain the integrity of the programme or qualification being delivered. They achieve this by ensuring that quality standards are applied and that tutors/teachers/assessors correctly, fairly and consistently interpret, understand and apply the standards and requirements of the qualifications. They will be interested to understand how you have been supported through the process of gaining your qualification and so may arrange to speak with you before you have finished your programme of study.

What is an External Quality Assurer (EQA)?

An EQA is allocated by **the Awarding Body** and works with schools, colleges and work-based providers, and using a monitoring process they ensure that the highest quality learning and assessment process is in place. As part of their role, an EQA can work very closely with IQAs and will also connect with tutors/teachers/assessors/workplace mentors and during monitoring activities, they may ask to speak with individual learners. They are interested to hear about the learner experience and the quality of support you have received and so they use this information to help them decide if the school, college or work-based provider needs extra help and advice.

Employer engagement

In order to achieve the **Level 2 Children's Care, Play, Learning and Development: Practice** qualification you must be working directly with young children in regulated childcare settings, with families/carers and children under the age of 8 and/or NHS children's services for those working with families/carers and children aged 0-19. This qualification provides opportunity for your employer to be very involved in your learning, development and progress throughout your qualification and this is something that should be strongly encouraged and supported.

What is a workplace mentor?

A workplace mentor may be assigned to you by your employer. They are not a mandatory requirement for this qualification, but some employers and providers recognise that they have an important role in workplace learning and assessment. A workplace mentor will help you to make connections between what you may learn in the classroom and how this applies in the world of work. They may also help you to identify and make the best use of any opportunities for learning that occur when you are 'on-the-job'.

I am not employed, can I still complete this qualification?

If you are not currently employed it is highly recommended that you complete the **Level 2 Children's Care, Play, Learning and Development: Practice and Theory** qualification. The **Practice and Theory** qualification requires 280 hours or 40 days of placement to be completed over the duration of the qualification. This qualification is available in colleges, and in some schools, across Wales.

How could my employer be engaged in my learning?

Step 1 – Pre-delivery

- **Initial registration and unit selection**
 - Supports you to understand the unit options available and helps you to select units that will be most relevant to your role/ongoing career.

Step 2 – Learning Period

- **Formal learning period**
 - Supports you through the process of ‘on-the-job’ learning and training. Ensures that you are supported through ‘normal’ workplace monitoring and CPD activities, e.g. attending regular 1-to-1s/supervision, updating your reflective logs, which is a mandatory requirement for assessment.
- **Gateway to summative assessment – observations**
 - Your manager could liaise with the assessor to determine the point when you are deemed ready for formative assessment.
 - Your assessor will carry out a **minimum of two formative assessments** to inform the ‘readiness for assessment’ decision.
 - Discussion with you around the outcome of your formative observations and confirms your readiness for assessment.

Step 3 – Assessment period

- **Prior to assessment**
 - Your manager may meet with your assessor to confirm and clarify, if needed, their understanding of assessment requirements, including mapping of outcomes and process expectations.
- **Initial Candidate checkpoint meeting prior to assessment**
 - You might meet with your manager to discuss and plan your summative assessment plans and timeline.
 - Agreed workplace activities happen on an ongoing basis throughout the assessment period, e.g. regular progress meetings.
 - Seek support from your manager to help you to identify best evidence for your portfolio and reflective log.
- **Planning meeting for assessment**
 - Ask your manager to review your final plans and sign off relevant paperwork.

Step 4 – Completion

- **Confirmation of decision**
 - Your assessor will meet with your manager to inform them of the assessment outcome.

What might my journey through the qualification look like?

Step 1 – Pre-delivery

- Completion of the CCPLD Core – not every learner will complete the Core, but doing so may be useful for progression.
- Initial registration and optional unit selection.

Step 2 – Learning Period

- Formal learning period – this could include learning on-the-job, independent study, classroom-based activities.
- Minimum of two formal formative assessor observations.

Following the completion of observations, you will discuss and agree with your manager and assessor your readiness for assessment.

Step 3 – Assessment period

- Initial Candidate checkpoint meeting prior to assessment – this will be with your assessor and manager.
- Task A (ongoing day-to-day activities) – see page 34 for more information about the reflective log.
- Task B (plans four opportunities/experiences).
- Planning meeting for assessment – this will be with your assessor and manager.
- Task C (set-up and implementation of each opportunity/experience).
- Task D (reflective review of each opportunity/experience).

Tasks B, C and D must be completed for four opportunities/experiences – this could mean a minimum of four summative assessment observations.

- Submit your completed portfolio and reflective log to your assessor.
- Task E (15-20 minute guided discussion with assessor).
- Final assessment decision is made.

Step 4 – Completion

- Confirmation of decision.

After your guided discussion, your assessor will assess all the evidence from all tasks to judge whether the evidence is sufficient to award the qualification. If there is insufficient evidence in any area, you will be supported to provide additional evidence.

Step 1 – Pre-delivery

- **Completion of the CCPLD Core**

It is strongly recommended before undertaking this qualification you have completed or are undertaking the **Level 2 Children’s Care, Play, Learning and Development: Core** qualification.

- **Initial registration and unit selection**

You will discuss options available for completion of the qualification with your manager and assessor, e.g. optional unit selection.

You will complete an initial assessment before you start your programme to identify:

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

It is recommended that centres provide an induction programme so that you fully understand the requirements of the qualification, your responsibilities as a learner, and the responsibilities of the centre. This information may be recorded on a learning contract. It is really beneficial for your manager to participate in or contribute to this discussion.

Which units will I complete?

To achieve the **Level 2 Children's Care, Play, Learning and Development: Practice** qualification you must achieve a minimum of 35 credits in total:

- 25 credits must be achieved from the mandatory group
- a minimum of 3 credits must be achieved from optional group A
- the balance of 7 credits can be achieved from units in optional groups A, B or C.

The **minimum** guided learning hours requirement for this qualification is 175.

It is beneficial for your manager to participate in this selection process. Speak to your manager about which optional units are the best fit for your role in the setting and for their vision of the services provided.

What are credits?

We have awarded a credit value to each unit, these values can be found in the qualification handbook. The credits awarded to a unit reflect the level and volume of knowledge, understanding, behaviours, skills and practice which will be achieved through completion of the unit.

e.g.

Unit 200, Supporting core practice in children's care, play, learning and development has been awarded 14 credits.

Unit 209, Responding to anaphylactic reactions has been awarded 2 credits.

Mandatory group

There are four units in this group and you must complete all of them.

Unit 200 covers all of the principles, values and behaviours required from candidates within the children's care, learning and development sector.

It is the application of practice that reflects the underpinning knowledge that you have gained through the **Level 2 Children's Care, Play, Learning and Development: Core** qualification. The content within this unit will be applied to units across the qualification.

Unit 201 will support you to develop the knowledge and skills that are essential when supporting play, growth, learning and development of children.

It includes topics of learning such as neurological development, holistic growth and development, different stages and sequences of holistic learning, growth and development, the core role of play and how to work in ways to support these.

Unit 202 will support you to develop the knowledge and skills that are essential when supporting the nutrition and hydration of children in early years.

It includes topics of learning such as types of feeding, weaning, the requirements of a nutritious diet and how to work in ways to support and provide this.

Unit 203 will support you to develop the knowledge and skills that are essential when recognising and responding to potential illness during childhood.

It includes topics of learning such as the signs and symptoms of potential illness and infestation and the required actions.

Optional group A

There are 3 units in this group and you must complete **at least 1** of them; this should be the unit which relates to the age group of children you are currently working with.

These units focus on working with specific age groups of children and how to support their care. Unit 204 looks at 0–2 year olds; Unit 205 at 2–3 year olds; and Unit 206 at 3–7 year olds.

To complete a unit in this group, you must be working with the focus age group. While you can choose more than one unit from this group, you cannot complete a unit based on an age group you are not working with. If you are interested in completing more than one unit from group A you should speak to your manager and discuss the suitability of working and being assessed with multiple age groups. Please note that placement within a school environment may not provide sufficient opportunity to develop the right practical and technical skills needed and so placement in early years settings is preferred.

Optional groups B or C

The units in optional groups B and C have been divided between the two groups to allow for easy differentiation between specific early years content and early years health related content. Units may be selected from either group to accommodate the balance of credits achievable.

There are 2 units in group B. These units are relevant across the early years in the areas of language acquisition and behaviour management; specifically the acquisition of Welsh language through the immersion method and supporting children to develop an understanding of how they behave and to support them to develop their own positive behaviour. If you feel that either, or both, of these units are relevant to you in your current position you should speak to your manager and assessor to determine if they are suitable. **Please note that you can only select the language immersion unit if your setting is using this approach to support children's acquisition of Welsh language.**

Whilst group C units are primarily units relevant to health, some of these units are knowledge units and so may be very useful and attainable within a more mainstream early years setting. Some of these units may be very relevant and suitable to you in your current position; you should discuss this with your manager and assessor and select the units which are most appropriate for you in your current role.

The following roles could be expected to access the optional units indicated below, in addition to the mandatory units. The list of roles is not exhaustive. The units chosen will total a minimum of 10 credits to complete the Level 2 qualification. It is possible to exceed the minimum credit in negotiation with your assessor during the qualification and undertake further accredited units as part of continuing professional development as related to your job role. Please note that the table below is provided for information purposes only and is not intended to be used as a definite list or a mandatory expectation.

JOB ROLE	OPTIONAL UNITS GROUP A: DEPENDING ON THE AGE GROUP BEING CARED FOR, ONE OR MORE OF THE UNITS BELOW MAY BE REQUIRED	CREDIT VALUES	OPTIONAL UNITS GROUPS B & C THE UNITS CHOSEN FROM THE LIST BELOW WILL DEPEND ON THE SPECIALITY OF THE CLINICAL SETTING	CREDIT VALUES
Health Role				
In-patient nursing assistant (Level 2)	Supporting the care of 0-2 year olds	3	Supporting children living with diabetes mellitus	5
	Supporting the care of 2-3 year olds	3	Introduction to breathlessness and asthma in children	2
	Working with 3-7 year olds	4	Supporting continence care in children	4
			Supporting individuals with moving and positioning	3
			Introduction to physiological measurements in children	3
			Undertaking point of care testing	3
			Undertaking collection of specimens	3
			Supporting children living with epilepsy	3

JOB ROLE	OPTIONAL UNITS GROUP A: DEPENDING ON THE AGE GROUP BEING CARED FOR, ONE OR MORE OF THE UNITS BELOW MAY BE REQUIRED	CREDIT VALUES	OPTIONAL UNITS GROUPS B & C THE UNITS CHOSEN FROM THE LIST BELOW WILL DEPEND ON THE SPECIALITY OF THE CLINICAL SETTING	CREDIT VALUES
Childcare Role				
Assistant nursery childcare worker	Supporting the care of 0-2 year olds	3	Positive approaches to behaviour support in early years	4
	Supporting the care of 2-3 year olds	3		
	Working with 3-7 year olds	4	Supporting the acquisition of a new language through immersion	3
			Introduction to breathlessness and asthma in children	2
			Responding to anaphylactic reactions	2
Assistant sessional childcare worker	Supporting the care of 2-3 year olds	3	Positive approaches to behaviour support in early years	4
	Working with 3-7 year olds	4	Supporting the acquisition of a new language through immersion	3
			Introduction to breathlessness and asthma in children	2
Assistant Foundation Phase childcare worker	Working with 3-7 year olds	4	Positive approaches to behaviour support in early years	4
			Supporting the acquisition of a new language through immersion	3
			Introduction to breathlessness and asthma in children	2

Step 2 – Learning Period

- **Formal learning period**

You will undertake on-the-job learning and training; and ongoing formative assessment.

- **Gateway to summative assessment – observations**

You will be observed in practice by your assessor on a minimum of two formal occasions.

Following the completion of observations, you will discuss and agree with your manager and assessor your readiness for assessment.

In advance of the learning period, your manager and assessor will discuss the anticipated time frame required to prepare you to be 'assessment-ready'; this will include identifying types of ongoing evidence that your manager can use to identify the progress being made by you, and that will promote confidence in your 'readiness'.

During the first early months of your qualification you will be learning the skills and consolidating the knowledge required to demonstrate your competence and readiness for assessment. This learning may take place both in the classroom and work setting, following a plan agreed by your manager and assessor. If you have regular conversations with your manager, such as 1-to-1s, supervision, team meetings etc. these could be a useful time for you to discuss with your manager your learning journey, progress and any support you feel you need. If recorded these conversations could also be included in your portfolio of evidence.

You must demonstrate your competence and confidence in mandatory unit 200. The content of this unit reflects the underpinning values, behaviours and principles that should be observed and reflected in all childcare and early years practice and activities that learners engage in. It builds on the underpinning knowledge developed in the **Level 2 Children's Care, Play, Learning and Development: Core**. It is not until you have demonstrated your competence in this unit that assessment will begin for the remainder of the qualification.

Readiness for assessment – demonstrating competence

It is important that you are only put forward for assessment purposes when there is confidence from both your manager and assessor that you are sufficiently competent to be able to successfully complete the assessment. This should be at a point following the majority of learning delivery and following a programme of ongoing and formative assessment.

1. Check-point meeting between assessor and manager to check you are on track and make arrangements for observation.
 - Following this meeting you will have a discussion with your assessor and manager to confirm you agree with their decision.
2. Your assessor will complete at least two formative observations.
 - During these observations you will demonstrate your competence and confidence in mandatory Unit 200.
3. You will have a discussion with your assessor and manager to discuss the outcome of your observations and your readiness for assessment.

Once all parties – you, your manager and assessor– are confident that you are ready, summative assessment will commence.

Step 3 – Summative Assessment Period

- **Initial Candidate checkpoint meeting prior to assessment**

You will attend an initial checkpoint meeting to:

- understand the assessment to be completed
- determine requirements and conditions for Task A (i.e. how portfolio will be kept; role of reflective log)
- discuss and agree timeframe for opportunities to discuss your progress and have planning meetings.

- **Task A – ongoing day-to-day activities**

Keep a reflective log and produce a portfolio of evidence – **ongoing over the whole period of assessment**

- **Task B – plan four opportunities/experiences**

- **Planning meeting for assessment**

Attend the planning meeting with your manager to confirm:

- achievability of plans
- agree resources required
- complete the 'candidate planning form'.

- **Task C – set-up and implementation of each opportunity/experience**

Complete each of the four planned opportunities/experiences, following your agreed plan while being observed by your assessor.

- **Task D – reflective review of each opportunity/experience**

Complete a reflective review of each of your four opportunities/experiences.

Tasks B, C and D must be completed for four opportunities/experiences – this could mean four summative assessment observations.

- **Completion of assessment tasks A-D**

Once you confirm and agree with your manager that all assessment activity has been undertaken, submit your completed portfolio and reflective log.

- **Task E – 15-20 minute guided discussion with your assessor**

- **Final assessment decision is made**

How will my qualification be assessed?

Level 2 Children's Care, Play, Learning and Development: Practice qualification is assessed holistically, which means that your evidence will be collected from real working situations that show you can work confidently and consistently across all aspects of the qualification on more than one occasion. Once it is agreed, between you, your assessor and your manager that you are ready to be assessed you will begin to prepare for your final assessment. This consists of:

- a set of structured tasks
- a portfolio of evidence
- assessor-led discussion.

What will I have to do?

Over at least a 6-month period, you will work with children who you support to gather evidence to complete your chosen units, showing how you use enabling environments, learning opportunities and experiences to support their holistic development, play, learning and their health and well-being.

You will follow the normal policies and procedures operating in your organisation/setting, demonstrating the key principles, values and behaviours that underpin the care, play, learning and development of children within the children's care, play, learning and development sector.

You will be expected to complete a reflective log regularly over the period, reflecting on your practice while working with the children in your setting and identifying any of your own development needs to discuss further with your manager/assessor. You will also be required to keep a portfolio of evidence during the assessment period. Your assessor and manager will support you to collect any relevant evidence.

During the minimum 6-month period you will also be required to plan, implement and review four opportunities/experiences suitable for the children you support, aimed to support their holistic development. Your assessor will observe you on a minimum of four occasions and may ask you questions about your practice.

Once your assessor and manager confirm that all practical assessment activity has been undertaken and achieved, your portfolio and reflective log will be submitted for assessment by your assessor. Your assessor has been trained to mark work in a particular way and they will follow guidance that has been provided by the **Awarding Body**. This will help to ensure that the process is fair and reliable. This process will be checked by the Internal Quality Assurer (IQA) and by the External Quality Assurer (EQA).

You will have a final discussion with the assessor to provide them with the opportunity to ask any further questions on areas where they feel there was insufficient evidence.

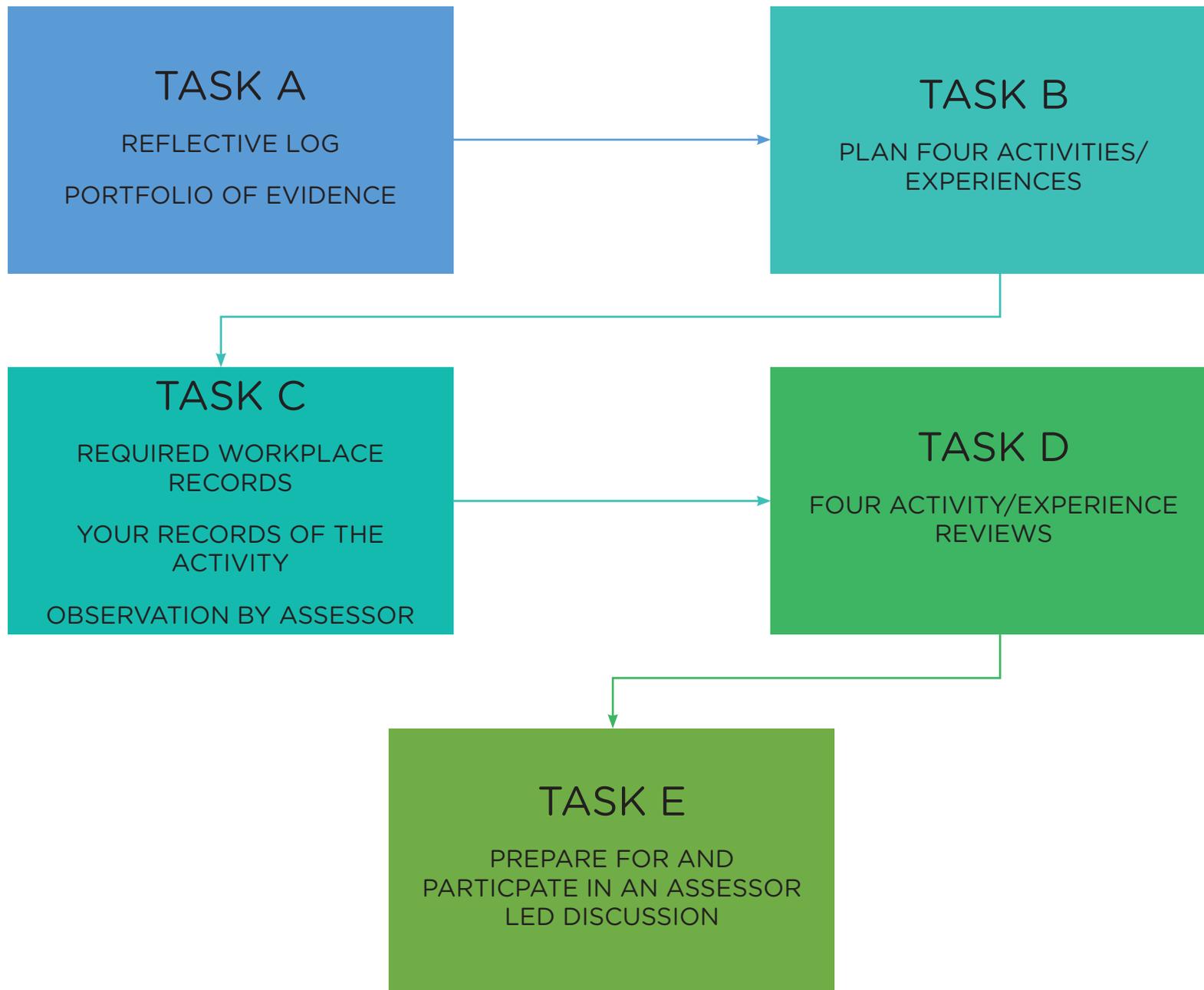
The assessor will assess all the evidence from all tasks to judge whether the evidence is sufficient to award the qualification.

What additional evidence might I use?

Additional evidence will be gathered through normal workplace processes, including witness testimony from your employer or workplace mentor. This can be part of your portfolio of evidence.

- Expert witnesses
- Witness testimonies
- Work products
- Candidate/ reflective accounts
- Questions
- Case studies
- Completed SCW workbooks
- Simulated assessments.

Summary of assessment for Level 2 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 2 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 2 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'.

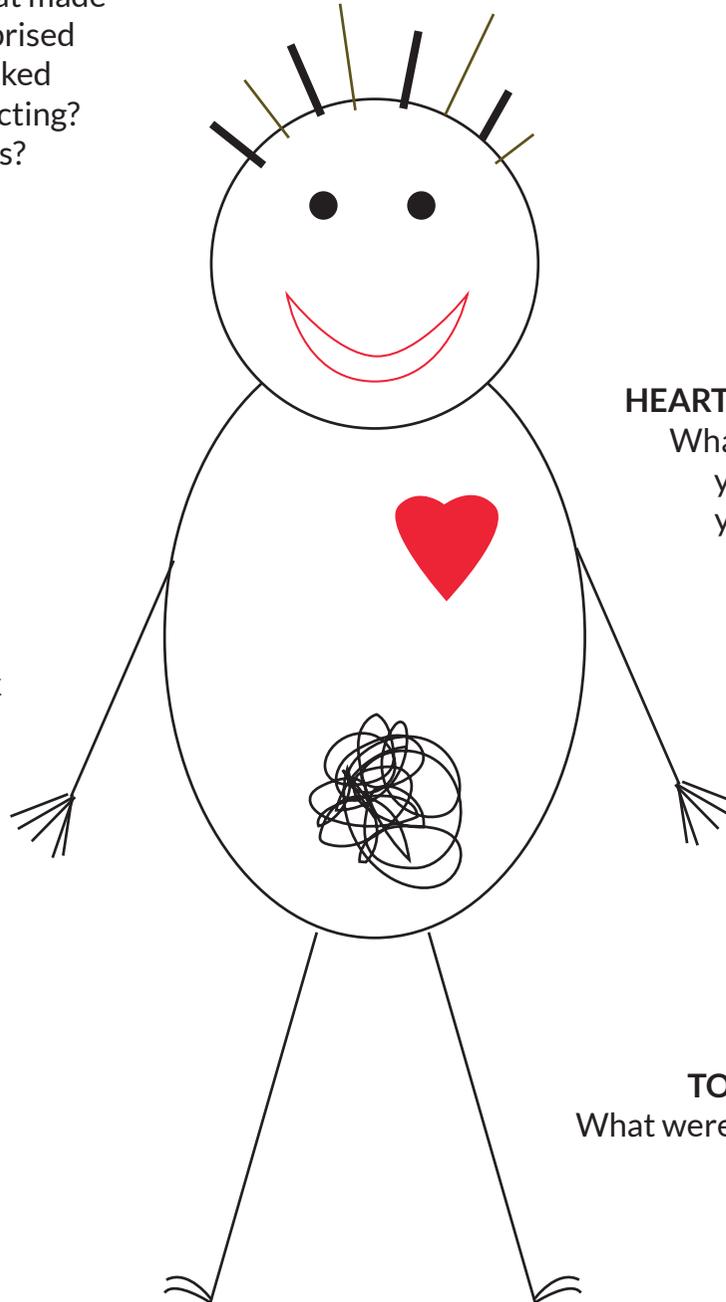
This model will guide you in the different elements and layers required in a good reflection, thereby ensuring that you include the necessary detail, analysis and reflection within all of your entries.

HAIR-RAISING MOMENTS

What were the moments that made you think “wow”? What surprised you? i.e. the things that shocked you; that you were not expecting? What gave you goose-bumps?

TUMMY-SINKING MOMENTS

What are the moments you think did not go as hoped? What, if anything, gave you the “sinking feeling”? i.e. what might you do differently next time?



HEART-WARMING MOMENTS

What went well? What made you feel good about what you did? What should you be proud of?

TOE-CURLING MOMENTS

What were the moments that made you feel uncomfortable?

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.

Step 4 – Completion

– Confirmation of decision

You are informed of the assessment outcome.

If the assessment has not been achieved, the reasons for this outcome are outlined and feedback given on what needs to be done next.

What happens after my guided discussion?

Assessment and feedback should take place within two weeks of submission of the completed assessment. If the evidence is judged to be insufficient, and your assessor is not satisfied that a pass outcome can be awarded, they will explain to you and your manager the reasons for the outcome, what else is needed and a timeframe for submitting further evidence.

Resubmission

If you are required to submit further evidence, appropriate feedback and support must be provided to enable you to resubmit. If you do not meet the appropriate learning outcomes required in the subsequent resubmission, the centre should arrange additional support for you, or you have a right to appeal the decision.

How do I get my certificate?

Once everyone (you, your manager and assessor) agrees that all of the tasks have been completed to meet the requirements of the qualification, the Awarding Body will perform a number of their own checks to ensure quality. Your portfolio of evidence will be internally verified by an Internal Quality Assurer (IQA) identified by your school, college or work-based provider; and will be available for external verification by an External Quality Assurer (EQA) allocated by the Awarding Body. If everyone agrees with your assessors' decision, then your certificate will be issued.

What support is available to me?

You may be able to apply for extra support during your period of study and assessment. You will need to meet certain criteria and the process can take some time to organise, so make sure you speak with your tutor/teacher/trainer or assessor as soon as you can so that they can make arrangements. Not every application for additional support is successful and you may be asked for specific evidence to help make the right decision.

REMEMBER – Before taking an assessment it is important to be confident that you are ready and your tutor/teacher/assessor will help you to recognise when you have reached this point. Through the learning period you should have opportunities to practice working with children and young people. Check out the learning resources on the following websites:

Health and Care Learning Wales:

<https://www.healthandcarelearning.wales/resources/>

Social Care Wales:

<https://socialcare.wales/learning-and-development/all-wales-induction-framework-for-early-years-and-childcare>

<https://socialcare.wales/hub/home>



How can I prepare for my assessments? You should start preparing for your assessments as soon as you start your qualification. The sooner you start a good habit to studying, the less stressful you will find it. Successful studying requires good organisational and time management skills, but you also need to be realistic. If you are working as well as attending school or college, or you are completing a work-based programme such as an apprenticeship, you will need to plan in study time. Be proud that you are studying and let your friends and family/carers know that you will need and expect their support.

Some people find it easier and more effective to study first thing in the morning, others prefer later in the day, but regardless of the time of day, studying is much easier and more successful if you have a quiet and comfortable space that is bright and airy and includes somewhere to write and read.

There are lots of resources available on the following websites which will help you to study:

SOCIAL CARE WALES INDUCTION WORKBOOKS

<https://socialcare.wales/learning-and-development/all-wales-induction-framework-for-early-years-and-childcare>

DIGITAL LEARNING RESOURCES

<https://www.healthandcarelearning.wales/resources/>

<https://socialcare.wales/hub/home>

There are many tools and props that can help you study:

- writing with colourful pens can help you to spot key words or phrases when you are revising
- summarising your notes can help you to organise your learning and reduce repetition
- work with others in small groups – sharing knowledge and understanding and testing each other is really worthwhile
- take regular breaks – fresh air and exercise can give you an energy boost and help to keep your mind focused
- have a break from social media, put your phone on silent or, better yet, turn it off.

REMEMBER that you cannot study well if you are tired, too stressed or in a rush. Planning and determination are the key!

Progression – what could the qualification lead to?

Progression into employment

As outlined above, the content of **Level 2 Children's Care, Play, Learning and Development: Practice** qualification is informed and influenced by the All Wales Induction Framework (AWIF) for Early Years and Childcare.

LEARNERS ARE STRONGLY ENCOURAGED TO COMPLETE THE CORE QUALIFICATION PRIOR TO, OR ALONGSIDE, OTHER CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT QUALIFICATIONS IN THIS SUITE AS THIS WILL BE A REQUIREMENT FOR PRACTICE SET BY SOCIAL CARE WALES.

Once in work, there may be further opportunities to progress to Level 3 roles or, once you gain more experience and confidence, to develop your leadership and management potential. The following Level 3 qualification is designed to build on the knowledge, understanding and skills you will have developed at Level 2:

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

This qualification further extends the knowledge, understanding and skills you developed at Level 2 with the opportunity to explore new areas of learning. You must be working in a Level 3 role in order to complete the qualification, however you will not be considered 'qualified' until you successfully complete the qualification.

Progression to Level 4 and 5

The following **Level 4 and Level 5 qualifications** will help you to progress in your childcare career and have been designed to support the development of knowledge, understanding and skills needed to **lead and manage services**.

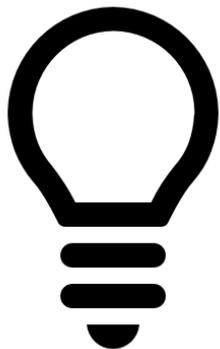
Before progressing to Level 4 you will have already gained substantial experience at Level 3 and the qualifications below will support you to either focus on a particular aspect of practice or will help you to extend your knowledge, understanding and skills required to lead and manage provision in the regulated childcare sector.

LEVEL 4 CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT WITH SPECIALISM (AVAILABLE SEPTEMBER 2020)

This qualification is designed to enrich and extend knowledge, understanding and skills relating to a focused area of practice. You will be able to choose which area you are most interested in, but this must be relevant to the type of services you are providing. You must be in employment to complete this qualification.

LEVEL 4 PREPARING FOR LEADERSHIP AND MANAGEMENT OF CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT (AVAILABLE SEPTEMBER 2020)

This qualification is designed to provide insight into key theories and models of leadership and management. You must complete this qualification before you can progress to the Level 5 that is required to manage services in some parts of the regulated childcare sector.



LEVEL 5 LEADERSHIP AND MANAGEMENT OF CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT (AVAILABLE SEPTEMBER 2020)

This qualification will build on what you learnt at Level 4 and provides the opportunity for your knowledge, understanding and skills to be assessed. In order to successfully complete the qualification you must be working at Level 5 and able to show that you have become a competent leader and manager. In some parts of the regulated childcare sector it is a requirement to hold a recognised Level 5 qualification. The Level 5 Leadership and Management of Children's Care, Play, Learning and Development is a recognised qualification.

Progression to further learning

If you are not thinking about employment at the moment and prefer to continue your learning at Level 3, the following qualification is designed to build on the knowledge, understanding and skills needed to work in Level 3 roles as a **'qualified'** member of staff in regulated childcare settings or in NHS children's services. It will also enable you to progress to further study and professional training including teaching and children's nursing:

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

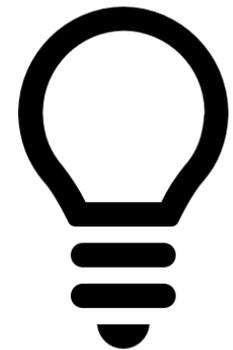
You can complete this qualification whilst studying, however you must undertake a relevant industry placement.

Alternatively you could progress to the Level 3 Advanced GCE and Advanced Subsidiary GCE in Health and Social Care, and Childcare. It will be knowledge-based and will cover the underpinning knowledge, understanding and skills required by the healthcare and social care sectors, providing a broad basis for further and/or higher education or employment within the sectors.

Whilst the Level 3 qualifications listed above will attract UCAS points, universities are free to set their own entry criteria for graduate and undergraduate programmes. These can vary from university to university and may include a requirement to also hold specific GCSEs, including mathematics and English.

We have worked together with a range of universities across Wales and the wider UK to ensure that the new Level 3 qualifications are recognised and accepted for entry onto foundation degree and degree programmes.

For more information on the requirements to work in the Children's Care, Play, Learning and Development sector, please refer to Social Care Wales' website: <https://socialcare.wales/resources/qualification-framework-for-the-social-care-sector-in-wales>



Progression across the wider sector

The **Level 2 Children's Care, Play, Learning and Development: Practice** qualification is part of a larger suite of qualifications that have been designed to enable progression in the childcare services and to other roles in the wider health and social care sector.

Once you have completed the **Level 2 Children's Care, Play, Learning and Development: Practice** qualification, you may decide that you would like to work with older children or with adults. The following qualifications will help you to develop the knowledge, understanding and skills needed to work in other parts of the wider sector:

- Level 2 Health and Social Care: Core
- Level 2 Health and Social Care: Core (Children and Young People)
- Level 2 Health and Social Care: Practice (Adults)
- Level 2 Health and Social Care: Principles and Context (Adults, Children and Young People)
- Level 3 Certificate and Diploma in Health and Social Care: Principles and Contexts (Adults, Children & Young People)
- Advanced GCE and Advanced Subsidiary GCE in Health and Social Care, and Childcare
- Level 3 Health and Social Care: Practice (Adults)
- Level 3 Health and Social Care: Practice (Children and Young People).

Will employers outside of Wales recognise my qualification?

This qualification has been designed to align to the All Wales Induction Framework (AWIF) for Early Years and Childcare which is currently a voluntary workplace induction framework intended for use in Wales only. The content of this qualification and the All Wales Induction Framework (AWIF) for Early Years and Childcare represents the fundamental Level 2 knowledge and understanding essential for safe working with young children.

It is anticipated that the majority of learners will complete this qualification prior to or alongside the:

- Level 2 Children's Care, Play, Learning and Development: Core

or as part of the:

- Level 2 Children's Care, Play, Learning and Development: Practice and Theory.

All of the above qualifications are linked to key aspects of the National Occupational Standards for Children's Care, Learning and Development, which is recognised by workforce regulators and sector organisations in England, Scotland and Northern Ireland as representative of the Level 2 knowledge, understanding and skills needed to work with young children across the UK.

Funding

All of the qualifications referred to in this document are fundable in Wales, including Apprenticeships. Speak with your school, college or work-based provider about funding opportunities that may suit your needs.

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:

1. Doing
2. Thinking
3. Feeling
4. Watching.

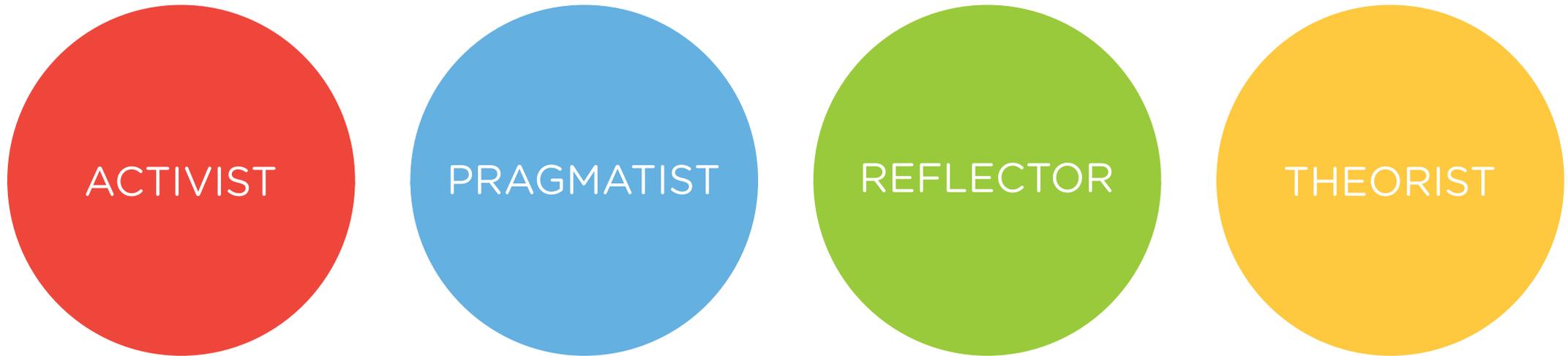
Over the years quite a few models or theories have been developed to try and help us to recognise how we learn and what kinds of things different people may need to make learning easier and more successful. Two of the most popular or commonly used models are Kolb's (1984) experiential learning theory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