

NCFE CACHE Level 2 Award in Babysitting

QN: 600/0420/4

**NCFE CACHE Level 2 Award in Preparation for the
Responsibilities of Parenting**

QN: 600/0421/6

**NCFE CACHE Level 2 Certificate Introducing Caring for Children
and Young People**

QN: 600/0336/4

**NCFE CACHE Level 2 Diploma Introducing Caring for Children
and Young People**

QN: 603/3477/0



Qualification Specification



Qualification summary

Qualification title	NCFE CACHE Level 2 Award in Babysitting
Ofqual qualification number (QN)	600/0420/4
Guided learning hours (GLH)	43
Total qualification time (TQT)	60
Credit value	6 (minimum 4 credits at/above Level)
Nested suite	This qualification is part of a nested suite, including the following qualifications: • NCFE CACHE Level 2 Award in Preparation for the Responsibilities of Parenting 600/0421/6 • NCFE CACHE Level 2 Certificate Introducing Caring for Children and Young People 600/0336/4 • NCFE CACHE Level 2 Diploma Introducing Caring for Children and Young People 603/3477/0
Minimum age	14
Qualification purpose	This qualification provides learners with an understanding of the skills needed when babysitting. It includes their responsibilities to children they care for, their responsibilities to the parent(s), and accident prevention and fire safety. B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area B1. Prepare for further learning or training Note: Does not confer competence or licence to practice
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Rules of combination	Learners must achieve a minimum of 6 credits. 4 credits must be achieved from the mandatory units and a further 2 credits from the optional units at either Level 1 or 2.
Work/industry placement experience	Work/industry placement experience is not required.

NCFE CACHE Level 2 Award in Babysitting (600/0420/4)
NCFE CACHE Level 2 Award in Preparation for the Responsibilities of Parenting (600/0421/6)
NCFE CACHE Level 2 Certificate Introducing Caring for Children and Young People (600/0336/4)
NCFE CACHE Level 2 Diploma Introducing Caring for Children and Young People (603/3477/0)



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Regulation information	This is a regulated qualification. The regulated number for this qualification is 600/0420/4.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



Qualification title	NCFE CACHE Level 2 Award in Preparation for the Responsibilities of Parenting
Ofqual qualification number (QN)	600/0421/6
Guided learning hours (GLH)	50
Total qualification time (TQT)	60
Credit value	6 (minimum 4 credits at/above Level)
Nested suite	This qualification is part of a nested suite, including the following qualifications: • NCFE CACHE Level 2 Award in Babysitting 600/0420/4 • NCFE CACHE Level 2 Certificate Introducing Caring for Children and Young People 600/0336/4 • NCFE CACHE Level 2 Diploma Introducing Caring for Children and Young People 603/3477/0
Minimum age	14
Qualification purpose	This qualification introduces learners to the responsibilities of being a parent. It covers the welfare and care of babies and young children and the importance of a healthy lifestyle. B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area B1. Prepare for further learning or training Note: Does not confer competence or licence to practice
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Rules of combination	Learners must achieve a minimum of 6 credits. 4 credits must be achieved from the mandatory units and a further 2 credits from the optional units at either Level 1 or 2.
Work/industry placement experience	Work/industry placement experience is not required.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 600/0421/6.

NCFE CACHE Level 2 Award in Babysitting (600/0420/4)
NCFE CACHE Level 2 Award in Preparation for the Responsibilities of Parenting (600/0421/6)
NCFE CACHE Level 2 Certificate Introducing Caring for Children and Young People (600/0336/4)
NCFE CACHE Level 2 Diploma Introducing Caring for Children and Young People (603/3477/0)



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Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.
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Qualification title	NCFE CACHE Level 2 Certificate Introducing Caring for Children and Young People
Ofqual qualification number (QN)	600/0336/4
Guided learning hours (GLH)	117
Total qualification time (TQT)	160
Credit value	16 (minimum 9 credits at/above Level)
Nested suite	This qualification is part of a nested suite, including the following qualifications: • NCFE CACHE Level 2 Award in Babysitting 600/0420/4 • NCFE CACHE Level 2 Award in Preparation for the Responsibilities of Parenting 600/0421/6 • NCFE CACHE Level 2 Diploma Introducing Caring for Children and Young People 603/3477/0
Minimum age	14
Qualification purpose	This qualification introduces learners to the responsibilities of being a parent. It covers the welfare and care of babies and young children and the importance of a healthy lifestyle. B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area B1. Prepare for further learning or training Note: Does not confer competence or licence to practice
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Rules of combination	Learners must achieve a minimum of 16 credits. 9 credits must be achieved at Level 2 and a further 7 credits must be achieved at either Level 1 or 2.
Work/industry placement experience	Work/industry placement experience is not required.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 600/0336/4.

NCFE CACHE Level 2 Award in Babysitting (600/0420/4)
NCFE CACHE Level 2 Award in Preparation for the Responsibilities of Parenting (600/0421/6)
NCFE CACHE Level 2 Certificate Introducing Caring for Children and Young People (600/0336/4)
NCFE CACHE Level 2 Diploma Introducing Caring for Children and Young People (603/3477/0)



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Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.
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Qualification title	NCFE CACHE Level 2 Diploma Introducing Caring for Children and Young People
Ofqual qualification number (QN)	603/3477/0
Guided learning hours (GLH)	309
Total qualification time (TQT)	370
Credit value	37
Nested suite	This qualification is part of a nested suite, including the following qualifications: • NCFE CACHE Level 2 Award in Babysitting 600/0420/4 • NCFE CACHE Level 2 Award in Preparation for the Responsibilities of Parenting 600/0421/6 • NCFE CACHE Level 2 Certificate Introducing Caring for Children and Young People 600/0336/4
Minimum age	14
Qualification purpose	This qualification will give learners a basic understanding of childcare and education, parenting and babysitting. It will also help them to make an informed choice about working with children and young people. All the units are optional, giving greater flexibility to learners and Tutors when deciding on a programme of study and maximising learner achievement. B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area B1. Prepare for further learning or training Note: Does not confer competence or licence to practice
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Rules of combination	Learners must achieve a minimum of 37 credits.
Work/industry placement experience	Work/industry placement experience is not required.

NCFE CACHE Level 2 Award in Babysitting (600/0420/4)
 NCFE CACHE Level 2 Award in Preparation for the Responsibilities of Parenting (600/0421/6)
 NCFE CACHE Level 2 Certificate Introducing Caring for Children and Young People (600/0336/4)
 NCFE CACHE Level 2 Diploma Introducing Caring for Children and Young People (603/3477/0)



Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/3477/0.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.



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Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

These qualifications aim to:

- focus on the study of childcare and education, parenting and babysitting
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

The objectives of these qualifications are to:

- provide learners with an understanding of the skills needed when babysitting. It includes their responsibilities to children they care for, their responsibilities to the parent(s), and accident prevention and fire safety
- introduce learners to the responsibilities of being a parent, including the welfare and care of babies and young children and the importance of a healthy lifestyle
- provide learners with the opportunity to study a range of topics from 3 main areas: childcare and education, babysitting and parenting responsibilities.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

These qualifications are designed for learners who are at least 14 years old.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

Centres are responsible for ensuring that all learners are capable of achieving the units and learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on these qualifications should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.



Achieving these qualifications

NCFE CACHE Level 2 Award in Babysitting (600/0420/4)

To be awarded this qualification, learners are required to successfully achieve **4 credits** from the **2 mandatory units** and **2 credits** from the optional units at either level 1 or 2.

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Optional/Mandatory
CL2A4	L/502/6961	Accident prevention and fire safety when babysitting	2	2	14	Mandatory
CL2A5	R/502/6962	Caring for young children in a babysitting environment	2	2	14	Mandatory
CL2A3	J/502/6960	Craft activities with young children	2	2	15	Optional
CFC 9	M/601/0116	Respecting and valuing children	1	2	18	Optional

NCFE CACHE Level 2 Award in Preparation for the Responsibilities of Parenting (600/0421/6)

To be awarded this qualification, learners are required to successfully achieve **4 credits** from the **2 mandatory units** and **2 credits** from the optional units at either level 1 or 2.

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Optional/Mandatory
CL2A6	Y/502/6963	Rights and responsibilities in relation to parenting	2	2	16	Mandatory
CL2A7	D/502/6964	Parenting and healthy lifestyles	2	2	17	Mandatory
CL2A8	H/502/6965	Parenting a young baby	2	2	17	Optional
CFC 9	M/601/0116	Respecting and valuing children	1	2	18	Optional



NCFE CACHE Level 2 Certificate Introducing Caring for Children and Young People (600/0336/4)

To be awarded this qualification, learners are required to successfully achieve **16 credits** from the **optional units**. **9 credits** must be achieved at level 2 and a further **7 credits** must be achieved at either level 1 or 2.

NCFE CACHE Level 2 Diploma Introducing Caring for Children and Young People (603/3477/0)

To be awarded this qualification, learners are required to successfully achieve **37 credits** from the **optional units**.

All units are optional for both the NCFE CACHE Level 2 Certificate Introducing Caring for Children and Young People (600/0336/4) and the NCFE CACHE Level 2 Diploma Introducing Caring for Children and Young People (603/3477/0), there are no mandatory units.

For the certificate, TDA 2.2 Safeguarding the welfare of children and young is a recommended unit for all learners.

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Optional/Mandatory
TDA 2.2	K/601/3323	Safeguarding the welfare of children and young	2	3	20	Optional
SS MU 2.1	F/601/3442	Introductory awareness of sensory loss	2	2	16	Optional
CL2 A9	T/504/0210	Importance of play for early learning	2	6	48	Optional
NH/L2 03	M/601/2545	Use food and nutrition information to plan a healthy diet	2	3	25	Optional
CL2A1	L/502/6958	The value of play to young children	2	3	24	Optional
CL2A2	R/502/6959	Young children's development	2	3	22	Optional
CL2A3	J/502/6960	Craft activities with young children	2	2	15	Optional
CL2A4	L/502/6961	Accident prevention and fire safety when babysitting	2	2	14	Optional
CL2A5	R/502/6962	Caring for young children in a babysitting environment	2	2	14	Optional
CL2A6	Y/502/6963	Rights and responsibilities in relation to parenting	2	2	16	Optional



Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Optional/ Mandatory
CL2A7	D/502/6964	Parenting and healthy lifestyles	2	2	17	Optional
CL2A8	H/502/6965	Parenting a young baby	2	2	17	Optional
CFC 9	M/601/0116	Respecting and valuing children	1	2	18	Optional
CFC 10	T/601/0117	Children's play and leisure activities in the community	1	3	27	Optional
CFC 13	Y/601/0109	Sharing learning experiences with children	1	4	36	Optional
Unit 10	Y/505/9297	Supporting children's development	2	3	30	Optional
Unit 3.13	F/505/9827	Support children with additional needs	3	4	30	Optional
Unit 11	D/505/9298	Use observation, assessment and planning	2	3	22	Optional
CFC 18	T/600/3250	Investigating a vocational area	2	2	16	Optional
Unit 1.3	Y/505/9283	Support physical care routines for children	2	2	14	Optional
Unit 12	H/505/9299	Support children's positive behaviour	2	2	15	Optional
Unit 3.8	T/505/9307	Understand how to plan to meet the needs of the developing child	2	1	9	Optional
Unit 6	F/505/9293	Supporting children's play	2	3	23	Optional
EYP 11	L/617/1993	Support the needs of babies and young children with Special Educational Needs and Disability	2	2	20	Optional

To achieve these qualifications, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.



Age ranges covered by the qualifications

For the NCFE CACHE Level 2 Award in Babysitting (600/0420/4), the age range covered in this qualification is birth to 5 years 11 months. For all qualifications, individual units may have specific guidance (for example, 'a young child is 5 years and under for this unit.')

Progression

On completion of the **awards**, learners can have credits counting towards the certificate and the diploma.

On completion of the **certificate**, learners can progress to a level 2 certificate for the children and young people's workforce. There is also the opportunity to achieve 2 award-sized qualifications (Level 2 Award in Babysitting and Level 2 Award in Preparation for the Responsibilities of Parenting) on the way to completing the certificate and to progress to a diploma if more learning is required. This offers the opportunity to be certificated for 4 qualifications in total.

On completion of the **diploma**, learners can progress to a level 2 certificate for the children and young people's workforce, and a level 3 diploma for the early years workforce (EYE).

These qualifications are **not** licence to practice and are designed to help learners progress onto higher level qualifications in childcare and education, which may eventually result in employment in job roles such as practitioner in day nurseries, practitioner in nursery schools, practitioner in reception classes in primary schools or pre-school worker.

Learners who achieve these qualifications could progress to the following:

- employment:
 - practitioner in day nurseries
 - practitioner in nursery schools
 - practitioner in primary schools
 - pre-school worker
- further education:
 - level 2 qualifications for the children and young people's workforce
 - level 3 qualifications for the early years workforce.

Resource requirements

There are no mandatory resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Realistic work environment (RWE) requirement/recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.



It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

The work situation being represented is relevant to the competence requirements being assessed:

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions.

The learner's work activities reflect those found in the work environment being represented, for example:

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example, customers or service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace.

How the qualifications are assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

These qualifications are internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Unless otherwise stated in this Qualification Specification, all learners taking these qualifications must be assessed in English and all assessment evidence presented for external quality assurance must be in English.



Internal assessment

We have created some sample tasks for the internally assessed units, which can be found at the end of each unit. These tasks are not mandatory. You can contextualise this task/these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover some knowledge LOs and provide opportunities for stretch and challenge. For further information about contextualising the task/tasks, please contact the Provider Development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

Please refer to the Skills for Care and Development Assessment Principles for further information. This can be found on the qualification's page on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of these qualifications.



Section 2: unit content and assessment guidance

This section provides details of the structure and content of these qualifications, including grading, level, credit and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to these qualifications. This can be found in section 3.



TDA 2.2 Safeguarding the welfare of children and young people (K/601/3323)

Unit summary				
This unit provides the knowledge and understanding required for safeguarding the welfare of children and young people.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	3 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people, including e-safety	1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
	1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people
2. Know what to do when children or young people are ill or injured, including emergency procedures	2.1 Identify the signs and symptoms of common childhood illnesses
	2.2 Describe the actions to take when children or young people are ill or injured
	2.3 Identify circumstances when children and young people might require urgent medical attention
	2.4 Describe the actions to take in response to emergency situations, including: - fires - security incidents - missing children or young people.
3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied	3.1 Identify the characteristics of different types of child abuse
	3.2 Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies
	3.3 Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self-harm) or bullied, or may be at risk of harm, abuse or bullying
	3.4 Describe the actions to take in response to concerns that a colleague may be: - failing to comply with safeguarding procedures - harming, abusing or bullying a child or young person.
	3.5 Describe the principles and boundaries of confidentiality and when to share information

Range
3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied



Range

3.3 Evidence or concerns that a child or young person has been abused, harmed or bullied, or may be at risk of harm, abuse or bullying includes:

- disclosure
- allegations
- signs and indicators of abuse.

3.4 Concerns about a colleague:

- should recognise that those making the allegations (whistleblowers) and those subject to as yet unproven allegations have rights to protection.

Delivery and assessment guidance

Relationship to occupational standards:

- STL3 Help to keep children safe (CCLD202)
- SWiS 2.1 Explore and respond to the needs of pupils.

Introductory training materials:

- role and context
- ICT.

Unit needs to be assessed in line with the Teaching Agency (formerly Training and Development Agency for Schools (TDA)) Assessment Principles.

Assessment tasks

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.

Introduction

Safeguarding the welfare of children and young people is a high priority in the UK. This includes children in their home, childcare environment, schools, colleges, children and youth organisations and places where children and young people go for leisure.

Task 1

To show your understanding of this very important area, prepare written information that shows you are able to:

- identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people, including e-safety
- describe the roles of different agencies involved in safeguarding the welfare of children and young people
- identify the characteristics of different types of child abuse



Delivery and assessment guidance

- describe the risks to and possible consequences for children and young people using the internet, mobile phones and other technologies
- describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self-harm) or bullied, or may be at risk of harm, abuse or bullying
- describe the actions to take in response to concerns that a colleague may be:
 - failing to comply with safeguarding procedures
 - harming, abusing or bullying a child or young person
- describe the principles and boundaries of confidentiality, and when to share information.

Task 2

As part of safeguarding the welfare of children and young people, gather evidence that shows that you can:

- identify the signs and symptoms of common childhood illnesses
- describe the actions to take when children or young people are ill or injured
- identify circumstances when children and young people might require urgent medical attention
- describe the actions to take in response to emergency situations, including:
 - fires
 - security incidents
 - missing children or young people.



SS MU 2.1 Introductory awareness of sensory loss (F/601/3442)

Unit summary				
The purpose of this unit is to provide the learner with introductory knowledge about sensory loss.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	2 credits	16 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these	1.1 Describe how a range of factors have a negative and positive impact on individuals with sensory loss
	1.2 Identify steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss
	1.3 Explain how individuals with sensory loss can be disabled by attitudes and beliefs
	1.4 Identify steps that could be taken to overcome disabling attitudes and beliefs
2. Understand the importance of effective communication for individuals with sensory loss	2.1 Outline what needs to be considered when communicating with individuals with: - sight loss - hearing loss - deafblindness.
	2.2 Describe how effective communication may have a positive impact on the lives of individuals with sensory loss
	2.3 Explain how information can be made accessible to individuals with sensory loss
3. Know the main causes and conditions of sensory loss	3.1 Outline the main causes of sensory loss
	3.2 Explain the difference between congenital and acquired sensory loss
	3.3 State what percentage of the general population is likely to have sensory loss
4. Know how to recognise when an individual may be experiencing sight and/or hearing loss	4.1 Outline the indicators and signs of: - sight loss - hearing loss - deafblindness.
	4.2 Explain where additional advice and support can be sourced in relation to sensory loss
5. Know how to report concerns about sensory loss	5.1 Describe to whom and how concerns about sight and/or hearing loss can be reported

Range
1. Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these
1.1 Factors could include:



Range

- communication
- information
- familiar layouts and routines
- mobility.

2. Understand the importance of effective communication for individuals with **sensory loss**

Sensory loss could include:

- sight loss
- hearing loss
- deafblindness.

Delivery and assessment guidance

Relationship to occupational standards - Sensory Services 1, 2, 3, 4, 5, 6, 7, 8, 9, 11.

Units need to be assessed in line with Skills for Care and Development Assessment Principles.

Assessment tasks

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2, 3, 4 and 5.

Introduction

Being unable to see or hear clearly is a significant issue in society today. This assessment will give you the opportunity to show your understanding of:

- the factors that impact on an individual with sensory loss and steps that can be taken to overcome these
- the importance of effective communication for individuals with sensory loss
- the main causes and conditions of sensory loss and how these can be reported.

Carry out an investigation to find the following information about sensory loss and record your findings:

Task 1

Produce a portfolio of evidence which:

- describes how a range of factors has a negative and positive impact on individuals with sensory loss
- identifies steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss
- explains how individuals with sensory loss can be disabled by attitudes and beliefs
- identifies steps that could be taken to overcome disabling attitudes and beliefs.

Task 2



Delivery and assessment guidance

Add to your portfolio of evidence information which:

- outlines what needs to be considered when communicating with individuals with:
 - sight loss
 - hearing loss
 - deafblindness
- describes how effective communication may have a positive impact on the lives of individuals with sensory loss
- explains how information can be made accessible to individuals with sensory loss.

Task 3

Add more information for your portfolio which:

- outlines the main causes of sensory loss
- explains the difference between congenital and acquired sensory loss
- states what percentage of the general population is likely to have sensory loss.

Task 4

Add more information to your portfolio to:

- outline the indicators and signs of:
 - sight loss
 - hearing loss
 - deafblindness
- explain where additional advice and support can be sourced in relation to sensory loss
- describe to whom and how concerns about sight and/or hearing loss can be reported.



CL2 A9 Importance of play for early learning (T/504/0210)

Unit summary				
This unit gives learners an understanding of the importance of play within early learning, including creativity and imagination, games and cooking.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	6 credits	48 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of play for holistic learning and development	1.1 Explain how play supports holistic learning and development in young children from birth to 5 years
2. Understand the importance of creativity and imagination for the development of a child	2.1 Describe how creativity and imagination is important for the development of a child
	2.2 Describe how different activities can contribute to a child's creative and imaginative development
3. Understand the role and importance of games with rules in the development of a child	3.1 Describe a range of indoor and outdoor games which are age and stage appropriate
	3.2 Assess the value and appropriateness of non-competitive/competitive games and activities
	3.3 Review a selection of appropriate table-top games for children
4. Know how to organise a cooking activity for children	4.1 Plan a cooking activity for children
	4.2 Identify the health, safety and hygiene requirements when preparing food with children
	4.3 Describe the role of the adult during a cooking activity with children
5. Understand the role of creative activities in enhancing children's learning and development	5.1 Identify appropriate creative activities and their accompanying resources for use with children
	5.2 Plan a creative activity
	5.3 Identify how the planned activity could enhance a child's learning and development
6. Understand the importance of books and stories in relation to children's learning and development	6.1 Describe how books and stories can promote the learning and development of children
	6.2 Describe criteria you could refer to when choosing books for young children
	6.3 List a range of age- and stage-appropriate books for children
7. Understand the importance of talking and listening activities in relation to children's learning and development	7.1 Describe appropriate talking and listening games
	7.2 List factors which may enhance talking and listening activities
	7.3 Explain why talking and listening are important for children's learning and development
	7.4 Describe the role of the adult when talking and listening to children



Delivery and assessment guidance

Unit equivalencies - this unit is equivalent to unit D/500/5533 Understanding play for early learning.

Assessment tasks

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2, 3, 4, 5, 6 and 7.

Introduction

This unit considers the importance of creativity and imagination in a child's learning and development. By exploring some creative activities and experiences for children the relevance of creativity will be demonstrated.

Task 1 – The importance of play

Create a chart to explain the impact of play for young children's holistic development. The chart can include examples of play experiences to support understanding.

Task 2 – The importance of creativity

Produce a hand-out for parents which will help them to appreciate the importance of creative and imaginative play for their child/children's development. To show understanding of this:

- Describe how creativity and imagination are important for the development of a child.
- Describe how different activities can contribute to a child's creative and imaginative development.

Task 3 – Indoor/outdoor games

As children grow and develop they enjoy playing games. Games can be played indoors and/or outdoors, competitively and non-competitively. To show your understanding:

- Describe a range of indoor and outdoor games which are age and stage appropriate.
- Assess the value and appropriateness of non-competitive/competitive games and activities.
- Review a selection of appropriate table-top games for children.

Task 4 – Cooking with young children

Children love to cook and this can provide fun opportunities for creative and imaginative learning to take place. To show your understanding:

- Plan a cooking activity for children.
- Identify the health, safety and hygiene requirements when preparing food with children.
- Describe the role of the adult during a cooking activity with children.

Task 5 – Enjoy music with young children

There are many opportunities to encourage creative development. To show your understanding:



Delivery and assessment guidance

- Identify appropriate creative activities and their accompanying resources for use with children.
- Plan a creative activity.
- Identify how the planned activity could enhance a child's learning and development.

Task 6 – Books and stories

Children enjoy books and stories if they are chosen with their specific age and stage in mind. To show your understanding:

- Describe how books and stories can promote the learning and development of children.
- Describe criteria you could refer to when choosing books for young children.
- List a range of age- and stage-appropriate books for children. You may wish to present your information in chart form like the example below:

Age/Stage	Appropriate book

Task 7 – Games which include talking and listening

Talking and listening are important features in a young child's learning and development in the early years. To show your understanding:

- Describe appropriate talking and listening games.
- List factors which may enhance talking and listening activities.
- Explain why talking and listening are important for children's learning and development.
- Describe the role of the adult when talking and listening to children.



NH/L2 03 Use food and nutrition information to plan a healthy diet (M/601/2545)

Unit summary				
In this unit, learners gain an awareness of the information that is provided on food labels and how this may be used to plan a healthy diet. They will learn the facts behind nutritional claims on food labels and consider the advantages and disadvantages of using food additives. Learners will also evaluate their own diet and make recommendations for improvement.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand food labelling	1.1 Identify nutritional information which must be provided on food labels
	1.2 Identify the guideline daily amounts of fat, sugar and salt in an adult diet
	1.3 Use nutritional information from food labels to determine if each of the foods is high, low or neither in terms of fat, sugar and salt content
	1.4 Use nutritional information from food labels to calculate the energy provided by fat, protein and carbohydrate in each food
	1.5 Outline ways in which food label claims and descriptions may be misleading
2. Understand food additives	2.1 Define the term 'food additives'
	2.2 Describe the main groups of additives and their functions
	2.3 Explain the benefits of food additives
	2.4 Give examples of legislation surrounding the use of food additives
3. Be able to apply principles of healthy eating	3.1 Record own food and drink intake for one week
	3.2 Compare own food and drink intake against current healthy eating advice
	3.3 Outline the steps that could be taken to make their diet healthier

Delivery and assessment guidance
Assessment tasks This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3. Introduction The way food is labelled and the information about the additives which can be found in food can be a challenge when shopping in supermarkets. This assessment will provide you with the opportunity to explore this information and carry out a review of your food intake in line with the current advice on healthy eating. Present your evidence in three sections, which will enable you to show that you can:



Delivery and assessment guidance

Task 1

Section 1 – Understanding food labelling

You may choose to collect food labels to find out the information required for this task, or you may be able to seek permission from the manager of a local supermarket to go and collect the information needed to create a folder of evidence. To show your understanding:

- Identify nutritional information which must be provided on food labels.
- Identify the guideline daily amounts of fat, sugar and salt in an adult diet.
- Use nutritional information from food labels to determine if each of the foods is high, low or neither in terms of fat, sugar and salt content.
- Use nutritional information from food labels to calculate the energy provided by fat, protein and carbohydrate in each food.
- Outline ways in which food label claims and descriptions may be misleading.

Task 2

Section 2 – Food additives

In answering Task 1 you may have noticed that the additives in the food are identified on the label. This task requires you to look at the background requirements for the use of additives in food. To show your understanding:

- Define the term food additives.
- Describe the main groups of additives and their functions.
- Explain the benefits of food additives.
- Give examples of legislation surrounding the use of food additives.

Task 3

Section 3 – Is your diet healthy?

You may choose to present your answer in chart form. To show your understanding:

- Make a record of your own food and drink intake for one week.
- Compare your food and drink intake against current healthy eating advice.
- Outline the steps that could be taken to make your diet more healthy.



CL2A1 The value of play to young children (L/502/6958)

Unit summary				
This unit will enable learners to gain an understanding of the value of play in the development of young children and how the role of the adult supports this.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	3 credits	24 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the value of play to young children's development	1.1 Describe how play supports the development of young children
	1.2 Explain the value of play for young children in the following development areas: • physical • social • emotional • intellectual • language.
	1.3 Describe with examples how play can be used to meet children's individual needs
2. Know different play activities suitable for young children from birth to 5 years 11 months	2.1 Describe different types of play activities and the resources needed to support play for the following age ranges: • birth to 11 months • young children aged 1 year to 1 year 11 months • children aged 2 years to 2 years 11 months • children aged 3 years to 3 years 11 months • children aged 4 years to 5 years 11 months.
3. Understand the role of the adult in providing play for young children	3.1 Describe with examples ways that an adult can support young children's play
	3.2 Outline the importance of age/stage-appropriate adult and child interaction
	3.3 Explain how adult interaction can extend the learning and development of the young child

Delivery and assessment guidance
Unit assessment guidance – provided by the sector: • learners should refer to the Early Years framework that is used in the relevant home nation • age range for young children is birth to 5 years 11 months • AC2.1 requires a description of one activity and one resource for each age range listed.



Delivery and assessment guidance

Assessment tasks

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.

Introduction

Play is very important to young children. It will allow the child to explore ideas and enjoy new experiences. In this assessment you will be able to show your understanding of how play supports development, the value of play, and how different types of play activities are relevant to children's different ages or stages. Another vital aspect when supporting young children's play and development is the way that the adult reacts and responds.

Prepare the following information and present it clearly. You may choose to present your work as an information book.

Task 1

Section 1 of your information book: **Play and children's development**

- Write a description of how play supports the development of young children.
- Write an explanation to show the value of play to the young child's development in each of the following five areas:
 - physical
 - social
 - emotional
 - intellectual
 - language.
- Write a description with examples of how play can be used to meet children's individual needs.

Task 2

Section 2 of your information book: **Age- or stage-related play activities**

Different types of activities and aspects of play are more suited to the different ages and/or stages of the child.

- Produce a section in your information booklet to show this by writing a description of different types of play activities **and** resources which are needed to support young children's play for each of the following age ranges:
 - birth to 11 months
 - young children aged 1 year to 1 year 11 months
 - children aged 2 years to 2 years 11 months
 - children aged 3 years to 3 years 11 months
 - children aged 4 years to 5 years 11 months.

You may choose to do this in a chart and you may choose to illustrate some of your choices.



Delivery and assessment guidance

Task 3

Section 3 of your information book: **The role of the adult in children's play**

The adult who is responsible for caring for the young child will need to support play opportunities but also be able to allow each child to develop at their own pace.

- Write a description with examples of ways that an adult can support young children's play.
- Produce an outline which shows the importance of age- or stage-appropriate adult and child interaction.
- Write an explanation of how adult interaction can extend the learning and development of the young child in their care.



CL2A2 Young children's development (R/502/6959)

Unit summary				
This unit will enable learners to gain an understanding of how young children's development during the first 5 years of their lives and how meeting their basic needs supports development.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	3 credits	22 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the stages of development of young children from birth to 5 years	1.1 Outline the development of young children in the first 5 years of life
	1.2 Explain why young children's development may occur in different sequences and at different rates
	1.3 Explain how all areas of development are interconnected
2. Understand how positive environments support the development of young children	2.1 Outline the features of a positive environment that supports the development of young children
	2.2 Explain how the features previously outlined support the development of young children
	2.3 Describe how to create a positive environment which will support the development of young children
3. Understand how to support young children's development by providing for their basic needs	3.1 Identify the basic needs of young children
	3.2 Describe the role of the adult in providing the basic needs of the young child
	3.3 Explain how providing the basic needs of young children supports their development

Delivery and assessment guidance
Unit assessment guidance – provided by the sector: - learners should refer to the Early Years framework that is used in the relevant home nation - age range for young children is birth to 5 years. Assessment tasks This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3. Introduction Making sure that children develop effectively is an important role for all adults that care for or work with children. In this assessment you will be focusing on the development of young children under the age of 5 years. It will give you an opportunity to show the importance of meeting the young child's basic needs and how this can support individual children's development.



Delivery and assessment guidance

Produce a folder with three sections, including the following tasks:

Task 1

Section 1 – Development of young children

- Produce a chart which gives an outline of the development for young children during the first 5 years of their life.
- Explain why young children's development may occur in different sequences and at different rates.
- Explain how all areas of development of the young child are interconnected or interlinked.

Task 2

Section 2 – Positive environments

The environment where children play or work can influence their development. Think about a positive environment for young children, and then write:

- an outline of the features in your chosen positive environment which would support the children's development
- an explanation of how each feature would support the development of young children
- a description of how you would create a positive environment to support young children's development.

Task 3

Section 3 – Providing basic needs

Understand how to support young children's development by providing for their basic needs. The role of the adult in providing basic needs of children supports development. To show understanding of this:

- Identify the basic needs of young children.
- Describe the role of the adult in providing the basic needs of the young child.
- Write an explanation of how providing the basic needs of young children will support their development.



CL2A3 Craft activities with young children (J/502/6960)

Unit summary				
The aim of this unit is to enable the learner to gain an understanding of age-appropriate craft activities when caring for young children.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the benefits of craft activities for young children	1.1 Describe craft activities suitable for the following aged children: • 6 months to 1 year • 13 months to 2 years • 2 years 1 month to 5 years.
	1.2 Explain the benefits and learning for the young child from each activity described
2. Understand health and safety when providing craft activities for young children	2.1 Identify health and safety risks that need to be considered when providing craft activities for young children
	2.2 Explain how to deal with the health and safety risks listed in relation to craft activities
	2.3 Describe the support a young child may need when carrying out craft activities in relation to health and safety

Delivery and assessment guidance
Guidance for developing unit assessment arrangements - a young child is 5 years and under for this unit. Assessment tasks This assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2. Introduction Children love painting, drawing, cutting and sticking and all kinds of craft activities. It is the role of the adult to support children to use and develop their creativity in a safe way. This assessment will give you the opportunity to show your knowledge about this fun area with young children. You may choose to present your work as a book titled 'Craft Activities with Young Children'. Task 1 – Benefits to young children from craft activities • Describe a suitable craft activity for each of the following aged children: ○ 6 months to 1 year



Delivery and assessment guidance

- 13 months to 2 years
- 2 years 1 month to 5 years.
- Explain the benefits and learning for the young child from each activity described.

Task 2 – Health and Safety

- For each activity identify the health and safety risks that would need to be considered when providing the activity for young children.
- Explain how to deal with the health and safety risks listed in relation to each craft activity.
- In relation to health and safety, describe the support that a young child may need when carrying out craft activities.



CL2A4 Accident prevention and fire safety when babysitting (L/502/6961)

Unit summary				
This unit will enable learners to gain an understanding of accident prevention and fire safety when caring for children in a babysitting role.				
Assessment				
This unit is internally assessed.				
Mandatory for the L2 Award in Babysitting only	Achieved/not yet achieved	Level 2	2 credits	14 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand risk assessment and its role in supporting the babysitter	1.1 Define what is meant by a risk assessment 1.2 Explain the benefits of carrying out a risk assessment in a babysitting environment to: - the child/children - the babysitter.
2. Know how to assess risks in a babysitting environment	2.1 Identify possible risks in a babysitting environment for the following: - fire - accident - injury.
3. Understand the role of control measures in fire safety and accident preventions	3.1 Explain ways of preventing or minimising risk which could be put in place for each of the following: - fire - accident - injury. 3.2 Explain how the control measure supports the safety of: - the child/children - the babysitter. 3.3 Explain the actions which would need to be taken in the event of a fire or accident to prioritise the safety of the children

Range
3. Understand the role of control measures in fire safety and accident preventions.
Control measures – ways of preventing or minimising risk.

Delivery and assessment guidance
Unit assessment guidance – provided by the sector:



Delivery and assessment guidance

- AC3.3 needs to include information to prioritise the safety of the children both physically and emotionally.

Assessment tasks

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.

Introduction

Babysitting is a very responsible role. The care of children has been given to you for a set time span. Being aware of the need to minimise the risk of accidents or injury to the children is important to their safety and to your own.

To show your understanding of this aspect of babysitting, produce an information sheet which includes the following:

Task 1 – Risk assessment

- Define what is meant by a risk assessment.
- Explain the benefits of carrying out a risk assessment in a babysitting environment to:
 - the child/children
 - the babysitter.

Task 2 – Assessing risk

- Identify possible risks in a babysitting environment for the following:
 - fire
 - accident
 - injury.

Task 3 – Control measures

- Explain ways of preventing or minimising risk for each of the following:
 - fire
 - accident
 - injury.
- Explain how the control measure supports the safety of:
 - the child/children
 - the babysitter.
- Explain the actions which would need to be taken in the event of a fire or accident to prioritise the safety of the children.



CL2A5 Caring for young children in a babysitting environment (R/502/6962)



Unit summary				
This unit will enable learners to gain an understanding of the responsibilities of babysitting and gather information about age-appropriate toys, activities, and calming routines when preparing children for rest or sleep.				
Assessment				
This unit is internally assessed.				
Mandatory for the L2 Award in Babysitting only	Achieved/not yet achieved	Level 2	2 credits	14 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand responsibilities in relation to babysitting	1.1 Explain the responsibilities of the children's parents or primary carers in relation to: - the babysitter - the children.
	1.2 Describe the babysitter's responsibilities to the children being cared for
	1.3 Explain the babysitter's responsibilities to the children's parents or primary carers
2. Know age-appropriate toys and activities for young children from birth to 5 years 11 months	2.1 Describe different toys and activities suitable for the following aged children: - birth to 11 months - young children aged 1 year to 1 year 11 months - children aged 2 years to 2 years 11 months - children aged 3 years to 3 years 11 months - children aged 4 years to 5 years 11 months.
3. Know how to prepare a young child for sleep	3.1 Describe a calming routine for preparing young children to settle at bedtime
	3.2 Demonstrate understanding of the following care activities: - bathing a young child - changing a nappy - supporting a young child to clean teeth.
	3.3 Explain the value of reading stories at bedtime

Delivery and assessment guidance
Unit assessment guidance – provided by the sector: age range for young children is birth to 5 years 11 months



Delivery and assessment guidance

- there is no expectation that 3.2 should be carried out with a young child.

Assessment tasks

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.

Introduction

It is important when babysitting that you find out what the expectations of the children's parents are and have an understanding of the routines and boundaries that are followed within the home. Knowing the likes and dislikes of the children and being sure of the sort of activities that are acceptable and age or stage appropriate will help to make the occasion fun for the children and enjoyable for the babysitter.

Design a booklet for a person new to babysitting which includes the following sections:

Task 1

Section 1 – Responsibilities

When parents or primary carers leave their children in the care of a babysitter they have certain responsibilities.

- Write an explanation showing these responsibilities:
 - in relation to the babysitter
 - in relation to the children.
- Describe the babysitter's responsibilities to the children being cared for.
- Explain the babysitter's responsibilities to the parents or the primary carers.

Task 2

Section 2 – Activities or toys

- Describe different toys and activities suitable for the following aged children:
 - birth to 11 months
 - young children aged 1 year to 1 year 11 months
 - children aged 2 years to 2 years 11 months
 - children aged 3 years to 3 years 11 months
 - children aged 4 years to 5 years 11 months.

You could produce this in a chart form.

Task 3

Section 3 – Sleep time

- Describe a calming routine for preparing young children to settle at bedtime.



Delivery and assessment guidance

- Write a brief description to demonstrate understanding of the following care activities (you may use pictures or diagrams to help with your description):
 - bathing a young child
 - changing a nappy
 - supporting a young child to clean their teeth.
- Write an explanation to show the value of reading stories at bedtime in preparing a young child for sleep.



CL2A6 Rights and responsibilities in relation to parenting (Y/502/6963)



Unit summary				
The aim of this unit is to introduce learners to the rights and responsibilities of parents in relation to the welfare, health and education of a child or children and to provide a safe, secure and caring environment to support their development.				
Assessment				
This unit is internally assessed.				
Mandatory for the L2 Award in Preparation for the Responsibilities of Parenting only	Achieved/not yet achieved	Level 2	2 credits	16 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the rights of parents in relation to the welfare and upbringing of own children	1.1 Define the term 'welfare' in relation to children
	1.2 Explain, with examples, parents' rights in relation to the welfare of their children
	1.3 Explain parents' rights in relation to the upbringing of their children
2. Understand parental responsibilities in relation to own children	2.1 Define the term 'parental responsibilities'
	2.2 Explain the responsibilities that parents have for their children in relation to: • health • welfare • education.
3. Know the responsibilities of parents in relation to providing an environment where a child or children can thrive	3.1 Describe how parents can provide a safe and secure environment for a child or children
	3.2 Explain how a safe and secure environment supports the development of a child or children

Range
2. Understand parental responsibilities in relation to own children.
Having parental responsibility means assuming all the rights, duties, powers, responsibilities and authority that a parent of a child has by law.

Delivery and assessment guidance
Assessment tasks This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.
Introduction



Delivery and assessment guidance

Thinking or learning about the responsibilities of parenting is a valuable part of the transition to adulthood. This assessment will help you to develop some of your ideas and gain an understanding of society's expectations of parenting.

Having parental responsibility means assuming all the rights, duties, powers, responsibilities and authority that a parent of a child has by law.

Produce information for the following tasks which you may like to keep in a folder in three sections.

Task 1

Section 1 refers to the rights of parents in relation to the welfare and upbringing of their own children.

- Define the term 'welfare' in relation to children.
- Explain, with examples, parents' rights in relation to the welfare of their children.
- Explain parents' rights in relation to the upbringing of their children.

Task 2

Section 2 looks at parental responsibilities.

- Define the term 'parental responsibilities'.
- explain the responsibilities that parents have for their children in relation to:
 - health
 - welfare
 - education.

Task 3

Section 3 concerns environments for children.

- Describe how parents can provide a safe and secure environment for children.
- Explain how a safe and secure environment supports the development of a child or children.



CL2A7 Parenting and healthy lifestyles (D/502/6964)

Unit summary				
The aim of this unit is to introduce learners to the principles of healthy lifestyles and the effect these have on the development of a child or children.				
Assessment				
This unit is internally assessed.				
Mandatory for the L2 Award in Preparation for the Responsibilities of Parenting only	Achieved/not yet achieved	Level 2	2 credits	17 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of family lifestyles which support a child's or children's development	1.1 Describe a healthy lifestyle for parents or primary carers and children
	1.2 Explain the benefits of regular exercise to: - the health of the family - the child's or children's growth and development.
	1.3 Explain the importance of a healthy diet for the parents or primary carers and child or children
	1.4 Explain the value of relaxation or leisure time to the parents or primary carers and child or children
2. Understand the responsibilities of parents with regard to smoking and the health of the family	2.1 Explain the effects that smoking can have on the health of the: - smoker - child/children - other adults in the family.
3. Understand how alcohol and illegal use of drugs affect a healthy lifestyle of the user and the family	3.1 Explain the effects of alcohol and illegal drug use on the health of the user
	3.2 Explain the effects of alcohol and illegal drug use on the family of the user
4. Know about sexual health in relation to a healthy lifestyle	4.1 Describe the advantages and disadvantages of different contraception methods
	4.2 Outline where information and support can be obtained about: - contraception - sexually transmitted disease (STD) testing.

Delivery and assessment guidance
Assessment tasks



Delivery and assessment guidance

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2, 3 and 4.

Introduction

Maintaining a lifestyle that is healthy for all the family is important to the care and development of children and young people. This assessment shows your understanding of issues which form part of this aspect of life which is currently an issue in society.

Produce a brochure informing young people and parents about these issues. The brochure will include:

Task 1 – Family lifestyles

- Describe a healthy lifestyle for parents or primary carers and children.
- Produce an explanation of the benefits of regular exercise to:
 - the health of the family
 - the child's or children's growth and development.
- Explain the importance of a healthy diet for the parents or primary carers and child or children.
- Explain the value of relaxation or leisure time to the parents or primary carers and the child or children.

Task 2 – Smoking versus health

- Explain the effects that smoking can have on the health of the:
 - smoker
 - child/children
 - other adults in the family.

Task 3 – Alcohol and illegal drug use

- Explain the effects of alcohol and illegal drug use on the health of the user.
- Explain the effects of alcohol and illegal drug use on the family of the user.

Task 4 – Sexual health

- Describe the advantages and disadvantages of different contraception methods.
- Outline where information and support can be obtained about:
 - contraception
 - STD testing.



CL2A8 Parenting a young baby (H/502/6965)



Unit summary				
The aim of this unit is to introduce learners to the role of parenting and to make them aware of where to access support and how to care for and stimulate a young baby.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	2 credits	17 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the responsibilities of parents/carers when caring for a young baby	1.1 Explain the responsibilities of parents/carers for a young baby in relation to the environment where the baby is cared for
	1.2 Explain the responsibilities of parents/carers for a young baby in relation to the welfare of the baby
	1.3 Identify the legal responsibilities of parents/carers of a young baby
2. Know how to access support which may be required as parents of a young baby	2.1 Outline the support that parents/carers of a young baby may need
	2.2 Explain where parents/carers of a young baby can obtain professional support for: - the baby - the parents/carers.
	2.3 Discuss the role of the health care team in supporting the parents/carers of a young baby
3. Know how to recognise and respond to a young baby who is unwell	3.1 Explain the signs and/or symptoms that would show that a young baby is feeling unwell
	3.2 Describe the actions that parents/carers would need to take for each sign or symptom previously identified in relation to an unwell young baby
4. Know how to provide safe stimulating activities for a young baby	4.1 Describe activities which stimulate a young baby's development
	4.2 Describe play experiences for a young baby aged 6 months
	4.3 Explain why the play experiences described are suitable for the baby aged 6 months
	4.4 Explain how each of the play experiences described support a young baby's development



Delivery and assessment guidance

Assessment tasks

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2, 3 and 4.

Introduction

Parenting a young baby is a very demanding and challenging role for any parent/carer. There are so many new responsibilities and new activities that the parents/carers need to take on board. Professionals are there to support and advise; other adults will want to give advice. This assessment will give an opportunity to research what is involved in parenting a young baby.

Produce a folder in four sections, which you can use for reference and will include the following:

Task 1

Section 1 – Responsibilities

- Explain the responsibilities of parents/carers for a young baby in relation to the environment where the baby is cared for.
- Explain the responsibilities of parents/carers for a young baby in relation to the welfare of the baby.
- Identify the legal responsibilities of parents/carers of a young baby.

Task 2

Section 2 – Support available to parents

- Write an outline of the support that parents/carers of a young baby may need.
- Produce an explanation of where parents/carers of a young baby can obtain professional support for:
 - the baby
 - the parents/carers.
- Discuss the role of the health care team in supporting the parents/carers of a young baby.

Task 3

Section 3 – Signs and symptoms

- Explain the signs and/or symptoms that would show that a young baby is feeling unwell.
- Describe the actions that parents/carers would need to take for each sign or symptom identified above in relation to an unwell young baby.

Task 4

Section 4 – Safe stimulating activities for a young baby



Delivery and assessment guidance

- Describe activities which stimulate a young baby's development.
- Describe play experiences for a young baby aged 6 months.
- Explain why the play experiences described above are suitable for a baby aged 6 months.
- Explain how each of the play experiences described above support a young baby's development.

You may choose to present Task 4 in chart form.



CFC 9 Respecting and valuing children (M/601/0116)

Unit summary				
The aim of this unit is to gain an understanding of respecting and valuing children and some knowledge of the organisations that support children's rights.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 1	2 credits	18 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how to respect and value children as individuals	1.1 List ways to value children as individuals 1.2 State reasons why children need to be respected as individuals
2. Understand ways to respect and value children	2.1 Identify ways to communicate with children to ensure that they feel valued 2.2 Outline behaviour that shows respect and value for children
3. Know that children have rights	3.1 List organisations that promote the rights of children

Delivery and assessment guidance
Assessment tasks This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3. Introduction This assessment will show your understanding of respecting and valuing children and some knowledge of the organisations that support children's rights. It will give you an opportunity to show how to communicate with children in ways that show you value the individual. Task Prepare the following information to include: - ways to value children as individuals - reasons why children should be respected as individuals - ways to communicate with children to ensure that they feel valued - an outline of behaviour that shows respect for and the value of children - a list of organisations which work to promote the rights of children. You may choose to present your work as a display.



CFC 10 Children's play and leisure activities in the community (T/601/0117)

Unit summary				
The aim of this unit is to develop learners' knowledge of the play and leisure facilities which exist in the local community and their benefits for children's development. Learners will find out about the role of adults in supporting children in play and leisure activities.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 1	3 credits	27 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know about play and leisure activities for children in the local community	1.1 List organisations which provide play and leisure activities in the local community 1.2 Give examples of leisure and play activities for children in the local community
2. Know the benefits of play and leisure activities for children	2.1 State ways that children's development is supported by play and leisure activities in the following areas: - physical - social and emotional - speech, language and communication.
3. Know the role of adults in supporting play and leisure activities in the community	3.1 Outline ways that adults support children in play and leisure activities 3.2 Identify factors which may prevent children from taking part in play and leisure activities in the community 3.3 Outline the ways that adults include children with special educational needs or disabilities (SEND) in play and leisure activities

Delivery and assessment guidance
Guidance for developing unit assessment arrangements: - AC1.1: a minimum of four organisations - AC1.2: a minimum of four examples to include indoor and outdoor activities - AC3.2: a minimum of two factors. Information about play and leisure activities should include those appropriate for children 4–16 years. Assessment tasks This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3. Introduction



Delivery and assessment guidance

Your local council has invited learners to enter a competition to provide information about the play and leisure activities which are available for children in your community.

Think about how you set out the information. Make sure that the information is clear for parents and children.

Task 1

Produce an A4 poster about the local play and leisure facilities for children which could be displayed in schools, children's centres and libraries. You must include:

- a list of **four** local organisations which provide play and leisure activities
- a minimum of **four** written examples of the play and leisure activities, including indoor and outdoor activities.

Task 2 – The benefits of play and leisure activities for children

State ways that children's development is supported by play and leisure activities in the following areas:

- physical
- social and emotional
- language and communication.

You may present your information in chart form like the one below:

Area of development	State ways that children's development is supported by play and leisure activities in the following areas:
Physical	
Social and emotional	
Language and communication	

Task 3

Prepare a short report including the following information:

- an outline of ways that adults support children taking part in play and leisure activities
- a minimum of **two** factors which may prevent children from taking part in the play and leisure activities



Delivery and assessment guidance

- an outline of how adults can include children who have special educational needs or disabilities (SEND) in play and leisure activities.



CFC 13 Sharing learning experiences with children (Y/601/0109)

Unit summary				
The aim of this unit is to develop the learners' knowledge and understanding of types of learning experiences that could be shared with children, and the importance of these experiences in promoting learning.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 1	4 credits	36 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how children learn	1.1 Identify ways that children can learn
	1.2 Outline ways that children use senses to find out about the world
	1.3 State the importance of investigation for children's learning
2. Know how to use stories and rhymes with young children	2.1 Identify stories and rhymes for children 0–5 years
	2.2 Identify sensory aid(s) to support children's enjoyment of stories
	2.3 State ways to encourage children to take part in stories or rhymes
3. Understand that the natural world can support children's learning	3.1 Identify objects of interest from the natural world
	3.2 List natural environments which may be used to extend children's experiences
	3.3 Give an example of how outdoor experiences can develop children's curiosity
4. Know how the local community can be used to broaden children's experiences	4.1 List local organisations, services or people that can provide experiences for children
	4.2 State the benefits of finding out about the local community for children
	4.3 Give examples of ways that local organisations, services or people working in the community can broaden children's experiences

Delivery and assessment guidance
Guidance for developing unit assessment arrangements: • AC1.1 – more than one • AC1.2 – include four senses • AC2.1 – a minimum of three appropriate stories and three rhymes with specific age identified • AC3.1 – a minimum of four objects • AC4.3 – a minimum of three examples. Assessment tasks This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2, 3 and 4. Introduction



Delivery and assessment guidance

Children, young people and adults learn things in different ways. This assessment will show your understanding of how to share different types of learning experiences with children and identify the importance of promoting their learning.

Produce information about ways that children learn.

Task 1

Design a poster on A4 paper. Include the following information:

- **two** ways that children learn
- ways that children use **each** of the following senses to find out about the world around them:
 - sight
 - touch
 - smell
 - taste
- reasons why it is important for children to investigate the world around them.

Task 2

Produce an A4 chart that shows stories and rhymes that children aged 0–5 enjoy.

The information must include:

- the titles of **three** stories and **three** rhymes
- a sensory aid which could be used to help children to enjoy **each** story and rhyme that you have listed
- an example of how children can be encouraged to take part in **each** story or rhyme.

Story or rhyme	Sensory aid	Ways children can be encouraged to take part

Task 3

Produce drawings along with a brief description of ways which would use the natural world to support children's learning. You must include:

- **four** objects from the natural world which are safe for children to handle
- a list of natural environments in the local area where children can be taken on visits



Delivery and assessment guidance

- an example showing how an outdoor experience can develop children's curiosity.

Task 4

Produce an information leaflet which includes:

- a list of local organisations, services or people which can help to provide experiences for children in your local area
- the benefits to children of finding out about the local community
- **three** examples of ways that the organisations, services or the people you have listed can help to broaden children's experiences.



Unit 10 Supporting children's development (Y/505/9297)

Unit summary				
This unit aims to develop knowledge and understanding of children's development from birth to 7 years, including influences on development and transitions.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	3 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the stages of child development from birth to 7 years	1.1 Identify the expected pattern of: - physical development - language and communication development - cognitive development - social, emotional and behavioural development. 1.2 Explain the difference between the sequence of development and rate of development
2. Understand influences on children's development	2.1 Describe factors which may influence children's development 2.2 Describe how to support the holistic development of children from birth to 7 years
3. Understand the needs of children during transition	3.1 Identify transitions a child may experience 3.2 Explain how to prepare a child for a planned transition 3.3 Explain how to support the needs of children during transition

Delivery and assessment guidance
This unit must be assessed in line with the NCFE assessment strategy and principles.



Unit 3.13 Support children with additional needs (F/505/9827)

Unit summary				
This unit provides the learner with the knowledge, understanding and skills required to support children with additional needs.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 3	4 credits	30 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand biological, environmental and developmental factors which may result in children needing additional support	1.1 Define the terms: - biological - environmental.
	1.2 Describe the impact of biological factors on children's development
	1.3 Describe the impact of environmental factors on children's development
	1.4 Explain the impact of the stage of development on children's learning
	1.5 Describe factors which affect children's development in the: - short-term - long-term.
2. Understand how personal experiences, values and beliefs impact on the role of the Early Years Practitioner	2.1 Analyse how personal experiences, values and beliefs impact on the professional practice of the Early Years Practitioner
3. Understand the principles of inclusive practice	3.1 Identify the requirements of current legislation in relation to inclusive practice
	3.2 Explain the medical and social models of disability
	3.3 Evaluate inclusive practice in relation to current frameworks for children from birth to 7 years



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Understand the role of early intervention in partnership working	4.1 Describe the reasons for early intervention when meeting children's additional needs
	4.2 Explain strategies for early intervention
	4.3 Evaluate the principles of working in partnership with others to meet children's additional needs
5. Be able to support the additional needs of children	5.1 Identify the individual needs of children in own setting
	5.2 Plan activities in partnership with others to meet children's additional needs
	5.3 Work in partnership with others to provide activities to meet children's additional needs
	5.4 Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development
	5.5 Reflect on own practice in meeting children's additional needs
6. Be able to critically evaluate the provision for children with additional needs in own setting	6.1 Evaluate the provision for children with additional needs in own setting

Delivery and assessment guidance
This unit must be assessed in line with the NCFE assessment strategy and principles.



Unit 11 Use observation, assessment and planning (D/505/9298)

Unit summary				
This unit provides the learner with the knowledge, understanding and skills to use observation, assessment and planning.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	3 credits	22 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role of observation when working with children	1.1 Explain how observations are used: - to plan for individual children's needs - for early intervention - to review the environment - during transition - when working in partnership.
2. Be able to use observation methods	2.1 Use observation methods: - checklist - free description.
	2.2 Observe in line with current frameworks: - an individual child - indoor provision - outdoor provision.
	2.3 Reflect on outcomes of observations carried out in own setting in relation to: - an individual child - indoor provision - outdoor provision.
	2.4 Work with others to plan next steps in relation to the needs and interests of an individual child

Delivery and assessment guidance
This unit must be assessed in line with the NCFE assessment strategy and principles.



CFC 18 Investigating a vocational area (T/600/3250)

Unit summary				
This unit is about selecting and researching a vocational area with regard to skills, knowledge and personal qualities.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	2 credits	16 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know how to research a vocational area	1.1 Explain own reasons for interest in a specific vocational area
	1.2 Use relevant sources of information to research a vocational area, and explain what has been learned from each
	1.3 Describe three job roles associated with the vocational area
	1.4 Describe the skills, knowledge and personal qualities required to perform the job roles identified
	1.5 Explain how a candidate might show that they meet the job specification for one of the job roles identified
2. Know how to develop the skills and knowledge for a chosen job role	2.1 Assess own current skills, knowledge and personal qualities relevant to the chosen job role
	2.2 Assess and prioritise areas for own development
	2.3 Prepare an action plan for developing skills and knowledge for the chosen job role

Delivery and assessment guidance
Assessment tasks This assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2. Introduction This unit provides you with the opportunity to find out about a vocational area which interests you. Produce information relating to this chosen area. This information will help you when you apply for a higher-level qualification, further training or work within the vocational area. Task 1 Select a vocational area which interests you and carry out an investigation to find out about its structure and purpose. Produce information which includes: - the characteristics of the vocational area - own reasons for interest in a specific vocational area.



Delivery and assessment guidance

Task 2

Produce a written presentation which provides more detailed information about the job roles within your chosen vocational area. Your presentation must include:

- the sources of information which you have used to find out about the vocational area
- a description of **three** job roles associated with the vocational area
- a description of the skills, knowledge and personal qualities which are required for each of the three job roles you have already described
- an explanation on how you meet the job specification for one of the job roles.

Task 3

Produce a written plan for ways that you can develop your own skills for the chosen job role. The plan must include:

- an assessment of your own skills, knowledge and personal qualities relevant for the chosen role
- an assessment of areas for your own development
- an action plan for developing your own skills and knowledge for the chosen job role.



Unit 1.3 Support physical care routines for children (Y/505/9283)

Unit summary				
This unit provides the learner with the knowledge, understanding and skills to support children's physical care as part of a healthy lifestyle.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	2 credits	14 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the physical care needs of children	1.1 Describe routine physical care needs for children in relation to: - nappy changing - toilet training - washing and bath time - skin, teeth and hair - meal times.
	1.2 Explain the role of the early years practitioner during: - nappy changing - toilet training - washing and bath time - care of skin, teeth and hair - meal times.
	1.3 Identify situations in which non-routine physical care is required
	1.4 Describe benefits of working in partnership with parents/carers in relation to individual physical care routines
2. Understand hygienic practice in preparing formula feeds	2.1 Outline hygienic practice when: - preparing formula feeds - sterilising equipment.
	2.2 Explain how poor hygiene may affect the health of babies in relation to: - preparing formula feeds - sterilisation.



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Understand hygienic practice in relation to control of infection	3.1 Describe the role of the early years practitioner in relation to: • hand washing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment (PPE).
4. Be able to use hygienic practice to minimise the spread of infection	4.1 Use hygienic practice in relation to: • hand washing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment.
5. Understand rest and sleep needs of children	5.1 Explain the rest and sleep needs of: • a baby aged 6 weeks • a baby aged 7 months • a toddler aged 15 months • a child aged 2 and a half years • a child aged 4–5 years • a child aged 6–7 years.
	5.2 Explain safety precautions which minimise the risk of sudden infant death syndrome (SIDS)
6. Understand childhood immunisation	6.1 Outline the reasons for immunisation
	6.2 Identify the immunisation schedule
	6.3 Explain the reasons why some children are not immunised
7. Be able to support children in personal physical care routines	7.1 Support children in personal physical care routines in relation to: • toileting • washing and/or bath time • skin, teeth and hair • meal times • resting and/or sleeping.

Delivery and assessment guidance

This unit must be assessed in line with the NCFE assessment strategy and principles.



Unit 12 Support children's positive behaviour (H/505/9299)

Unit summary				
This unit provides the knowledge, understanding and skills required to support children's positive behaviour.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand policies and procedures relating to children's positive behaviour	1.1 Identify policies and procedures relating to children's positive behaviour 1.2 Explain the need for a consistent approach in applying boundaries and guidelines for children's behaviour
2. Be able to support positive behaviour	2.1 Explain how modelling positive behaviours impacts on children's behaviour 2.2 Model positive behaviour 2.3 Use positive reinforcement with children
3. Be able to respond to children who are dysregulated	3.1 Describe factors impacting regulation in children 3.2 Explain the role of co-regulation to support self-regulation in children 3.3 Use agreed strategies to promote self-regulation in children
4. Be able to reflect on own role to co-regulate in own setting	4.1 Reflect on own role in relation to co-regulation to support children in own setting

Delivery and assessment guidance
This unit must be assessed in line with the NCFE assessment strategy and principles.
Assessment criteria 2.1, 2.2, 2.3 and 3.1 must be assessed in the workplace.



Unit 3.8 Understand how to plan to meet the needs of the developing child (T/505/9307)



Unit summary				
This unit provides the learner with the knowledge and understanding to plan to meet the needs of the developing child.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	1 credit	9 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand approaches to planning when working with children from birth to 7 years	1.1 Explain why the early years practitioner plans to meet individual needs of children
	1.2 Describe approaches to planning to meet individual needs of children in the: • short term • long term.
	1.3 Explain planning in relation to current frameworks
2. Understand how to plan to meet the needs of children	2.1 Describe information the early years practitioner requires to be able to plan to meet the needs of children
	2.2 Explain the reasons for identifying children's needs, interests and stage of development prior to planning
	2.3 Explain the role of observation in planning
	2.4 Devise a plan to meet the needs of an individual child
	2.5 Explain why the early years practitioner involves others in planning for the next steps in a child's development
	2.6 Describe reasons for monitoring children's progress

Delivery and assessment guidance
This unit must be assessed in line with the NCFE assessment strategy and principles.



Unit 6 Supporting children's play (F/505/9293)

Unit summary				
This unit provides the learner with the knowledge, understanding and skills required to contribute to enabling play environments.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	3 credits	23 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the play environment	1.1 Explain what is meant by 'the play environment'
	1.2 Explain how environments support play
	1.3 Explain how to work with others to create enabling play environments in early years settings
2. Understand how the early years practitioner supports children's behaviour and socialisation within play environments	2.1 Describe the role of the early years practitioner in supporting children's socialisation within play environments
	2.2 Explain how modelling positive behaviours impacts on children's behaviour
3. Be able to support children's behaviour and socialisation within play environments	3.1 Model positive behaviour
	3.2 Plan an activity which supports children's socialisation
	3.3 Carry out an activity which supports children's socialisation
	3.4 Reflect on own role in supporting children's behaviour and socialisation within play environments
4. Be able to create an enabling play environment which meets the age, stage and needs of children	4.1 Describe how an enabling play environment meets the age, stage and needs of children
	4.2 Create an enabling play environment
	4.3 Reflect on own role in creating enabling play environments

Delivery and assessment guidance
This unit must be assessed in line with the NCFE assessment strategy and principles.



EYP 11 Support the needs of babies and young children with Special Educational Needs and Disability (L/617/1993)

Unit summary				
The aim of this unit is to extend practitioner's knowledge, understanding and skills for best practice supporting children with Special Educational Needs and Disability (SEND) in the Early Years.				
Assessment				
This unit is internally assessed.				
Optional	Achieved/not yet achieved	Level 2	2 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand statutory guidance in relation to the care and education of children with Special Educational Needs and Disabilities	1.1 Describe statutory guidance in relation to the care and education of children with Special Educational Needs and Disabilities 1.2 Describe the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory
2. Understand how children learn and develop in the Early Years	2.1 Describe how children learn and the expected pattern of babies' and children's development from birth to 7 years. Areas of development to include: • cognitive • speech, language and communication • physical • emotional • social • brain development • literacy and numeracy. 2.2 Explain the importance to children's holistic development of: • speech, language and communication • personal, social and emotional development • physical development • literacy and numeracy. 2.3 Explain how babies' and young children's learning and development can be affected by their stage of development, wellbeing and individual circumstances



Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Understand the impact of transition	3.1 Describe the significance of attachment
	3.2 Explain the key person's role in relation to transition
	3.3 Discuss how transitions and other significant events impact babies and young children
4. Understand best practice for meeting the individual needs of young children	4.1 Explain the importance of the voice of the child, parental/carer engagement, the home-learning environment and their roles in early learning
5. Be able to plan to meet the individual stages of babies and young children	5.1 Work in ways that value and respect the developmental needs and stages of babies and children, including supporting children during a range of transitions
	5.2 Support the assessment, planning, implementation and reviewing of each baby's and young child's individual plan for their care and participation in line with the Graduated Approach
	5.3 Describe what specialist aids, resources and equipment are available for the children you work with and how to use these safely
6. Be able to work in partnership	6.1 Explain partnership working, including work with parents/carers, in relation to working effectively with children with Special Educational Needs and Disabilities
	6.2 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress
	6.3 Work alongside parents and/or carers and recognise their role in the baby's/child's health, wellbeing, learning and development
	6.4 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development

Delivery and assessment guidance

Unit assessment guidance – provided by the sector: These criteria have been developed by an expert reference group. The unit is also available as a standalone unit for level 2 practitioners qualifying prior to September 2019 as continuous professional development (CPD).

Learning outcomes 5 and 6 must be achieved with regard to the learner's own experience in a real work environment. A range of appropriate methods can be applied.

Learners are invited to apply their own experience in a real work setting through a range of assessment methods.

Introduction

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.



Delivery and assessment guidance

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the early years foundation stage [framework](#).

A child who is under compulsory school age has a special educational need if they are likely to have a learning difficulty or disability that calls for special educational provision when they reach compulsory school age, or they would do if special educational provision were not made for them.

All early years providers in the maintained, private, voluntary and independent sectors that are funded by the local authority must have regard to the [Special Educational Needs and Disability \(SEND\) code of practice](#), which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations, and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

Maintained nursery schools must identify a member of staff with qualified teacher status (QTS) to act as special educational needs co-ordinator (SENCo). From September 2009 every new SENCo in a maintained school is required to gain the [Master's-level National Award for Special Educational Needs Coordinator](#) within three years of taking up the post.

Other providers (in the private, voluntary and independent sector) are expected to identify a SENCo (QTS is not required, however). (DfE (2014) [Statutory Framework for Early Years Foundation Stage](#), para 3.67).

Childminders are encouraged to identify a person to act as SENCo. Childminders who are registered with a childminder agency or who are part of a network may wish to share that role between them.

The legal responsibilities for disabled children and children with SEN lie with the responsible body (Equality Act duties) or the appropriate authority (Children and Families Act duties). In both cases this is the governing body for a maintained school, including a maintained nursery school, and the proprietor, that is, the owner or the management committee of a private, voluntary or independent nursery. (Para 5.10 of the [Special Educational Needs and Disability \(SEND\) code of practice refers](#).)

The early years level 2 SEND qualification is for level 2 early years practitioners. It is also appropriate for childminders. It is important to ensure that the best possible educational outcomes are achieved for children with SEND.



NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in these qualifications are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

For these qualifications, the centre must use the further information relating to childcare and health assessment principles, which can be found within the mandatory Support Handbook.



Section 3: explanation of terms

This table explains how the terms used at **level 2** in the unit content are applied to these qualifications (not all verbs are used in these qualifications).

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail, looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points (some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) that the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.



Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.



Section 4: support

Support materials

The following support materials are available to assist with the delivery of these qualifications and are available on the NCFE website:

- learning resources
- Qualification Factsheet.

Useful websites

Centres may find the following website helpful for information, materials and resources to assist with the delivery of these qualifications:

- [Safeguarding children and protecting professionals in early years settings: online safety considerations.](#)

To support early years settings, the UKCIS Education Working Group has developed these documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online.

This link is provided as a source of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

Other support materials

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your centre's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of these qualifications may be available. For more information about these resources and how to access them, please visit the NCFE website.



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Appendix A: units

The units within these qualifications cross over into the various pathways available and therefore do not follow the standard unit numbering of Unit 01, Unit 02, for example.

 Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Optional units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
	TDA 2.2	K/601/3323	Safeguarding the welfare of children and young people	2	3	20	
	SS MU 2.1	F/601/3442	Introductory awareness of sensory loss	2	2	16	
	CL2 A9	T/504/0210	Importance of play for early learning	2	6	48	This unit is equivalent to unit D/500/5533 Understanding play for early learning
	NH/L2 03	M/601/2545	Use food and nutrition information to plan a healthy diet	2	3	25	
	CL2A1	L/502/6958	The value of play to young children	2	3	24	
	CL2A2	R/502/6959	Young children's development	2	3	22	



Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
CL2A3	J/502/6960	Craft activities with young children	2	2	15	
CL2A4	L/502/6961	Accident prevention and fire safety when babysitting	2	2	14	Mandatory unit for NCFE CACHE Level 2 Award in Babysitting (600/0420/4)
CL2A5	R/502/6962	Caring for young children in a babysitting environment	2	2	14	Mandatory unit for NCFE CACHE Level 2 Award in Babysitting (600/0420/4)
CL2A6	Y/502/6963	Rights and responsibilities in relation to parenting	2	2	16	Mandatory unit for NCFE CACHE Level 2 Award in Preparation for the Responsibilities of Parenting (600/0421/6)
CL2A7	D/502/6964	Parenting and healthy lifestyles	2	2	17	Mandatory unit for NCFE CACHE Level 2 Award in Preparation for the Responsibilities of Parenting (600/0421/6)
CL2A8	H/502/6965	Parenting a young baby	2	2	17	
CFC 9	M/601/0116	Respecting and valuing children	1	2	18	
CFC 10	T/601/0117	Children's play and leisure activities in the community	1	3	27	



Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
CFC 13	Y/601/0109	Sharing learning experiences with children	1	4	36	
Unit 10	Y/505/9297	Supporting children's development	2	3	30	
Unit 3.13	F/505/9827	Support children with additional needs	3	4	30	
Unit 11	D/505/9298	Use observation, assessment and planning	2	3	22	
CFC 18	T/600/3250	Investigating a vocational area	2	2	16	
Unit 1.3	Y/505/9283	Support physical care routines for children	2	2	14	
Unit 12	H/505/9299	Support children's positive behaviour	2	2	15	
Unit 3.8	T/505/9307	Understand how to plan to meet the needs of the developing child	2	1	9	
Unit 6	F/505/9293	Supporting children's play	2	3	23	
EYP 11	L/617/1993	Support the needs of babies and young children with Special Educational Needs and Disability	2	2	20	

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.



Change history record

Version	Publication date	Description of change
v12.0	November 2018	The addition of the new qualification – Level 2 Diploma Introducing Caring for Children and Young People. The addition of 9 units: - Unit 10 Supporting children's development - Unit 3.13 Support children with additional needs - Unit 11 Use observation, assessment and planning - CFC 18 Investigating a vocational area - Unit 1.3 Support physical care routines for children - Unit 12 Support children's positive behaviour - Unit 3.8 Understand how to plan to meet the needs of the developing child - Unit 6 Supporting children's play - EYP 11 Support the needs of babies and small children with Special Educational Needs and Disability.
v12.1	April 2019	Safeguarding guidance added.
v12.2	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources.
v12.3	September 2020	Clarification on mandatory and optional unit groups on pages 27 and 28.
v12.4	October 2026	In order to ensure the content remains up to date and fit for purpose, the following amendments have been made: - an additional LO1 and AC1.1 has been added to unit CL2 A9 Importance of play for early learning (T/504/0210) to cover the importance of play for holistic learning and development - unit CL2A2 Young children's development (R/502/6959) has been changed from birth to three to birth to five to fully reflect the ages covered within the qualification - in unit CL2A8 Parenting a young baby (H/502/6965), parent(s) has been changed to parents/carers throughout unit, and toys has been changed to play experiences throughout the unit - in unit CFC 9 Respecting and valuing children (M/601/0116), LO1 AC1.1 has been updated from 'give' to 'list' for clarity - in unit 3.13 Support children with additional needs (F/505/9827), AC1.2 and AC1.3 have been updated from 'analyse' to 'describe' to better align with the expected level. AC1.4 has been revised to 'explain' to provide a clearer and more achievable focus. AC4.1 has been removed, as it overlapped with LO1 and could lead to unnecessary repetition in assessment. In AC6.1, the term



Version	Publication date	Description of change
		'critically' has been removed, with 'evaluate' retained to maintain a balanced and appropriate level of demand in unit 12 Support children's positive behaviour (H/505/9299), AC2.1 has been removed, as it repeated content already covered in AC2.4. LOs 3 and 4, along with their associated assessment criteria, have been reworded to place a stronger emphasis on supporting children's regulation, rather than focusing on inappropriate behaviour. In addition, CACHE assessment strategy and principles has been updated to NCFE assessment strategy and principles throughout the units. Unit reference inconsistencies for units CL2A5 Caring for young children in a babysitting environment (R/502/6962) and CL2A7 Parenting and healthy lifestyles (D/502/6964) have also been corrected.