

National SKILLS Qualification (NSQ)

Skills Care Development (SCD)

Level 2
NSQ Child Care Development

Ref : SCD/CCD20/ L3 0001

NATIONAL VOCATIONAL QUALIFICATION

LEVEL 2 CHILD CARE DEVELOPMENTS

QUALIFICATION SUMMARY					
Unit	Ref No	Unit Title	Remarks	Level	GLH
UNIT 01	SCD/CCD/001 /L2	Promote effective communication for children	Mandatory	2	20
UNIT 02	SCD/CCD/002/L2	Introduction to the role of early years practitioner	Mandatory	2	30
UNIT 03	SCD/CCD/003/L2	Providing safe environments for children	Mandatory	2	20
UNIT 04	SCD/CCD/004/L2	Lesson Planning	Mandatory	2	30
UNIT 05	SCD/CCD/005/L2	Develop Effective working relationships with others	Mandatory	2	30
UNIT 06	SCD/CCD/006/L2	Children's learning perspectives	Mandatory	2	30
UNIT 07	SCD/CCD/007/L2	Reflective practice for own professional development	Mandatory	2	20
UNIT 08	SCD/CCD/008/L3	Support healthy lifestyles for children through the provision of food and nutrition	Mandatory	2	20
UNIT 09	SCD/CCD/009/L3	Child development from conception to seven years	Optional	3	40
UNIT 10	SCD/CCD/010/L3	Preparing for school readiness	Optional	2	40
UNIT 11	SCD/CCD/011/L3	Children's health and well-being	Optional	2	30
UNIT 12	SCD/CCD/012/L3	Observation, assessment and planning	Optional	3	80
UNIT 13	SCD/CCD/013/L3	Supporting emergent literacy	Optional	3	30
Unit 14	SCD/CCD/014/L3	Play and learning	Optional	3	50
Unit 15	SCD/CCD/015/L3	Understanding children's additional needs	Optional	3	40
Unit 16	SCD/CCD/016/L3	Promote children's early learning in the school environment	Optional	3	40
Unit 17	SCD/CCD/017/L2	Understand how to support children who are unwell	Optional	2	20

QUALIFICATION SUMMARY					
Unit	Ref No	Unit Title	Remarks	Level	GLH
UNIT 18	SCD/CCD/018 /L2	Record keeping and Reporting	Optional	2	20
UNIT 19	SCD/CCD/019/L3	Develop the speech, language and communication of children from birth to 5years	Optional	3	30
UNIT 20	SCD/CCD/020/L2	Promote the physical development of children from birth to 5years	Optional	2	20
UNIT 21	SCD/CCD/021/L2	Contribute to an inclusive environment	Optional	2	30

Purpose of the Qualification:

The aim of the qualification is to guide and assess the development of knowledge and skills relating Child development. The qualification confirms competence in areas of learning and development of Children and Young people.

This qualification is nationally recognised and is based on the Child Care Development National Occupational Standards (NOS).

This qualification will be suitable for those working or intending to work and develop their profession as:-

• Play Worker	• Play/support workers in Schools, After School Club, community and primary care environments
• Nursery Practitioner	

To gain the qualification learners will need to achieve a minimum 30 credits with 20 credit from mandatory (compulsory) units and 10 credits from optional (elective) units

Mandatory units, are “Compulsory”	• Optional units, are “Elective”
Total Guided Learning Hours: 300 (This will be both direct and practical support and guidance).	Qualification Level: 2

Expected assessment methods to be used

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

DO: Direct observation of learner by assessor

PD: Professional discussion

RPL: Recognition of prior learning

WP: Learner’s own work products

QA: Oral questions and answers

WT: Witness Testimony /Statement

PS: Learner log or reflective diary/ Personal Statement

Evidence of competence must be arranged and presented in Portfolio

Simulation. A learner’s Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Unit 1: Promote effective communication for children

Unit Reference: SCD/CCD/001 /L2

Level: 2

Credit Value: 2

GLH: 20

Unit Aim: The aim of this unit is to provide learners with knowledge and understanding of promoting effective communication within a work setting where children are cared for or supported. This includes establishing understanding of the child's communication preferences and needs, supporting children to communicate, communicating effectively on difficult, complex and sensitive issues and communicating with others through records and reports.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Establish understanding about children's communication	1.1. Work in ways, appropriate for the child's ability, that promote active participation when establishing their preferred method of communication and language		
	1.2. Observe the child to identify their verbal and non-verbal communication styles		
	1.3. Seek information and advice from key people and others where you have difficulty communicating using the child's preferred communication method and language		
	1.4. Work with the child and key people to identify any extra support or specific aids required for communication		
	1.5. Recognise when communication methods are proving to be ineffective		
	1.6. Seek information and advice when issues relating to communication are beyond your expertise		
	1.7. Establish the child's agreement to pass on information about their communication and language needs and preferences, taking account of their abilities and preferences		

Unit 1: Promote effective communication for children

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 2. Support children to interact through communication	2.1. Develop relationships with the child and key people that promote communication		
	2.2. Arrange the environment to minimise barriers to communication		
	2.3. Make sure that any extra support or specific aids to communication are available		
	2.4. Support the child to communicate using their preferred language and methods of communication		
	2.5. Encourage the child to use any extra support or specific aids		
	2.6. Pay full attention to the child when listening to them		
	2.7. Use routines and activities to communicate with the child		
	2.8. Use styles and methods of communication that are most likely to meet the child's preferences and needs		
	2.9. Respond to the child in a way that shows you value and respect them		
	2.10. Adapt your communication when it is proving ineffective		
	2.11. Support the child to engage with key people and others		
	2.12. Support people to communicate using the child's preferred methods of communication and to understand their responses		
	2.13. Encourage the child to communicate their feelings and emotions in ways that will help you and other people to understand them		
	2.14. Work together to overcome barriers to communication		

Unit 1: Promote effective communication for children

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO 3: Communicate effectively about difficult, complex and sensitive issues with children and key people	3.1. Consider the setting and environment when difficult, complex or sensitive issues are to be addressed with children and key people		
	3.2. Communicate in ways that are appropriate to the content and purpose of the issue and sensitive to the child's needs, concerns and reactions		
	3.3. Pace the interaction to allow the child and key people sufficient time to understand the content of the communication and for you to understand their reactions		
	3.4. Support the child to express their responses to the issue		
	3.5. Work with the child and key people to achieve shared understanding about the issue and its impact		
	3.6. Maintain confidentiality within legal and work setting requirements and taking account of the child's safety and welfare		
LO: 4. Communicate using records and reports	4.1. Work with the child to maximise their active participation in the updating and maintenance of records and reports, in keeping with their abilities and preferences and within legal and Work setting requirements		
	4.2. Exchange verbal reports with others to inform their work and yours		
	4.3. Seek permission from appropriate people to access records and reports		
	4.4. Access records and reports needed to inform your work		
	4.5. Support the child to understand records and reports concerning them in keeping with their abilities and preferences		
	4.6. Complete records and reports to inform others of your work with the child, in accordance with legal and work setting procedures and requirements		

Unit 1: Promote effective communication for children

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
	4.7. Report any signs and symptoms that indicate a change in the care and support needs of the child, in accordance with work setting requirements		
	4.8. Complete records and reports about any decisions made and actions taken regarding the care and support needs of the child		
	4.9. Complete records and reports about any conflicts in decisions that have arisen and actions taken to resolve them		
	4.10. Seek support to address any difficulties you have in accessing and updating records and reports		
	4.11. Maintain the security of records and reports in line with confidentiality agreements and legal and work setting procedure		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 2: Introduction to the role of the Early Years practitioner

Unit Reference: CCD/002 /L2

Level: 2

Credit Value: 3

GLH 30

Unit Aim: This unit provides the learner with an introduction to the role of the Early Years practitioner.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO1. Understand the role of the Early Years practitioner.	1.1. Identify the skills, knowledge and attributes required for the role of the Early Years practitioner.		
	1.2. Identify settings which provide Early Years education and care.		
	1.3. Describe the relationship between legislation, policies and procedures.		
	1.4. Describe the role of the Early Years practitioner in relation to current frameworks.		
	1.5. Identify every day routine tasks which ensure a safe and stimulating setting.		
	1.6. Describe reasons for adhering to the agreed scope of the job role.		
LO 2. Be able to communicate to meet individuals' needs and preferences.	2.1. Identify reasons why people communicate.		
	2.2. Explain how communication affects all aspects of own practice.		
	2.3. Use communication methods that meet individuals' communication needs and preferences.		

Unit 2: An introduction to the role of the Early Years practitioner

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO3. Understand working relationships in Early Years.	3.1. Explain how a working relationship is different to a personal relationship.		
	3.2. Identify different working relationships in Early Years settings.		
	3.3. Explain reasons for working in partnership with others.		
	3.4. Identify skills and approaches needed for resolving conflict.		
LO4. Understand why Continuing Professional Development is integral to the role of the Early Years practitioner.	4.1. Explain why Continuing Professional Development is integral to the role of the Early Years practitioner.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 3: Providing safe environments for children

Unit Reference: CCD002/L2

Level: 2

Credit Value: 3

GLH: 30

Unit Aim: The aim of this unit is to provide learners with knowledge and understanding of how to keep children safe in Early Years settings.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand safeguarding	1.1. Explain what is meant by 'safeguarding' children.		
	1.2. Explain how safeguarding: • keeps children safe • values children's needs • protects children.		
LO: 2. Understand how to safeguard children in relation to legislation, frameworks, policies and procedures.	2.1. Identify current legislation and frameworks in relation to safeguarding.		
	2.2. Describe the relationship between legislation, policy and procedure.		
	2.3. Identify policies and procedures in relation to safeguarding.		
LO: 3. Understand child protection.	3.1. Explain the role of the Early Years practitioner in relation to safeguarding and protecting children.		
	3.2. Describe signs, symptoms, indicators and behaviours that may cause concern relating to: • neglect • physical abuse • emotional abuse • sexual abuse • domestic abuse.		

Unit 3: Providing safe environments for children

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 3. Understand child protection. (Cont...)	3.3. Describe actions to take if harm or abuse is suspected and/or disclosed.		
	3.4. Describe the lines of reporting and responsibility when harm or abuse is suspected or disclosed.		
	3.5. Discuss the rights of children and parents/carers in situations where harm or abuse is suspected or disclosed.		
	3.6. Explain the responsibilities of the Early Years practitioner in relation to whistleblowing.		
	3.7. Explain the boundaries of confidentiality in relation to reporting and record-keeping.		
LO: 4. Understand the purpose of serious case reviews.	4.1. Explain why serious case reviews are required.		
	4.2. Analyse how serious case reviews inform practice.		
LO: 5. Understand the role and responsibilities of the Early Years practitioner when safeguarding children.	5.1. Analyse the role and responsibilities of the Early Years practitioner when safeguarding children.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 4: Teaching Lesson planning

Unit Reference: CCLD004/L2

Level: 2

Credit Value: 3

GLH: 30

Unit Aim:

This unit is aimed at those who work in education and training, those working in the Health and Social care settings, with children and young people in a wide range of settings. It identifies all the necessary requirements.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand the need and use of Lesson Planning	1.1. Explain how to identify the objectives for teaching lesson plan		
	1.2. Discuss how SMART criteria can be useful in developing effective lesson plan		
LO: 2. Understand and develop Lesson Plan. 1 A lesson plan is a teacher's daily guide that will use the concept of WWWWH; that is the; what students need to learn, why, when, where and how it will be delivered, assessed and measured. Lesson plans help teachers to be more effective in the classroom by providing a detailed outline to follow. 2. A lesson plan is a teacher's detailed description of the course of instruction or "learning trajectory" for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details will vary depending on the preference of the teacher, subject being covered, and the needs of the students	2.1. Develop a lesson plan based on the following steps: a. Lesson objectives. b. Student's needs. c. Resources and materials. d. Location e. Lesson Introduction f. Students Engagement. g. How teaching and delivery will be presented h. Time for student question and practice. i. Ending the lesson. j. How lesson will be Assessed & evaluated.		
	2.2. Discuss why lesson planning is vital in your area of work		
	2.2. Demonstrate use of teaching lesson plan in you subject delivery		

Unit 4: Teaching Lesson planning (continue)

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 3. Understand the concept of unit Planning For Teaching Unit plans consist of concepts and learning goals that are taught over a period of time and are woven together, often across subject areas. A unit plan lasts two or three weeks (or longer) and includes several standards, skills, and desired outcomes for interconnected learning.	3.1. Develop a unit lesson plan that will Describe your: a. Vision, b. Focus, c. Lesson Objectives, d. Student needs.		
	3.2. Identify and Evaluate resources. For unit plan		
	3.3 Develop a unit plan for a teaching period of one term. - Plan must meet your objectives, and be Specifics to your task. - Method and processes of delivery - Expected outcome and students' experience. - Required Resources		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 5: Develop Effective working relationships with others

Unit Reference: SCD/CCD/05 /L2

Level: 2

Credit Value: 3

GLH: 30

Unit Aim: The aim of this unit is to provide learners with knowledge and understanding required when developing partnership working relationships with colleagues and others within your own work setting and external organisations.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Develop productive working relationships with others	1.1. Establish relationships with others that promote effective partnership working		
	1.2. Establish the roles and responsibilities of others		
	1.3. Respect the roles and responsibilities of others		
	1.4. Work in ways that respect the roles and responsibilities of others		
LO 2: Set realistic target for team members	2.1. Agree the expected outcomes of working in partnership with others		
	2.2. Confirm with others responsibilities for actions required to meet agreed outcomes		
	2.3. Advise others of any difficulties in meeting agreed actions		
	2.4. Negotiate roles and responsibilities where agreed actions cannot be met		
	2.5. Manage conflicts of interest and disagreements with others in ways that promote positive outcomes		
LO 3: Communicate required information to team members	3.1. Clarify exchange of information with others within the boundaries of agreed protocols and Work setting requirements		
	3.2. Exchange information with others in line with agreed protocols and work setting Requirements		

Unit 5: Develop Effective working relationships with others

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO 3: Communicate required information to team members	3.3. Store information received from others in line with legal and work setting requirements ensuring that security and confidentiality is maintained		
LO 4: Reflect on practice	4.1. Reflect on your own practice in order to identify areas for improvement		
	4.2. Reflect on the practice of others in the work setting in order to identify areas for improvement		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 6: Children's learning perspectives

Unit Reference: SCD/CCD/006/L2

Level: 2

Credit Value : 3

GLH: 30

Unit Aim: The aim of this unit is to provide learners with knowledge and understanding of international perspectives to child care and education.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand different ways children learn.	1.1. Explain different ways children learn.		
LO: 2. Understand theoretical perspectives in relation to children's learning.	2.1. Summarise theoretical perspectives in relation to children's learning.		
	2.2. Discuss strategies to promote children's learning.		
LO: 3. Understand international approaches to children's' learning.	3.1. Analyse theoretical perspectives in relation to international Early Years curricula.		
	3.2 . Compare and contrast international approaches to children's learning.		
	3.3. Analyse the benefits of an international approach to children's learning.		
LO: 4. Understand how international approaches inform current frame- works and practice.	4.1. Critically evaluate how international Approaches inform current frameworks and practice.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 7: Reflective practice for Own professional development

Unit Reference: SCD/CCD/007 /L2

Level: 2

Credit Value : 2

GLH: 20

Unit Aim: The aim of this unit is to provide learners with knowledge and understanding of reflective practice and professional development.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand professional development.	1.1. Explain 'continuing professional development'.		
	1.2. Critically evaluate the importance of 'continuing professional development'.		
LO: 2. Understand own professional development needs.	2.1. Discuss methods to recognise own professional development and training needs.		
	2.2. Discuss ways to ensure continuing professional development.		
	2.3. Create own Professional Development Plan.		
LO: 3. Understand employment opportunities for the Early Years practitioner.	3.1. Explain a range of job role opportunities for Early Years practitioners within: • health • education • social services.		
	3.2. Develop a Curriculum Vitae suitable for a nursery assistant		
	3.3. Discuss child care setting employment policy		

Unit 7: Reflective practice for professional development

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 4. Understand the role of reflective practice.	4.1. Discuss theoretical perspectives on reflection in relation to professional development.		
	4.2. Explain how reflective practice supports the professional development of the Early Years practitioner.		
	4.3. Analyse how reflective practice supports improved outcomes for children.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 8: Support healthy lifestyles for children through the provision of food and nutrition

Unit Reference: SCD/CCD/008 /L2

Level: 2

Credit Value : 2

GLH: 20

Unit Aim: This unit provides the learner with the knowledge, understanding and skills to support healthy lifestyles for children.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO : 1. Understand the impact of food and nutrition on children's health and development.	1.1. Explain what is meant by healthy eating.		
	1.2. Evaluate national and local initiatives which promote healthy eating.		
	1.3. Describe food and drink requirements in relation to current frameworks.		
LO 2: Understand how food choices impact on health and development during pre-pregnancy, pregnancy and Breast feeding.	2.1. Explain the impact on health and development of food choices during: • pre-pregnancy • pregnancy • breastfeeding.		
LO 3: Understand the nutritional needs of children, and the impact of poor diet on their health and development.	3.1. Explain the nutritional value of the main food groups.		
	3.2. Use current government guidance to identify the nutritional needs of babies until they are fully weaned.		
	3.3. Explain how to plan a weaning programme.		
	3.4. Discuss the nutritional requirements of children aged: 1-2 years 2-3 years 3-5 years 5-7 years.		

Unit 8: Support healthy lifestyles for children through the provision of food and nutrition

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO 3: 3. Understand the nutritional needs of children, and the impact of poor diet on their health and development.	3.5. Explain strategies to encourage healthy eating.		
	3.6. Explain the impacts of poor diet on children's health and development in the: • short term • long term.		
LO 5: Understand individuals' dietary requirements and preferences.	5.1. Identify reasons for: • special dietary requirements • keeping and sharing coherent records with regard to special dietary requirements.		
	5.2. Explain the role of the Early Years practitioner in meeting children's individual dietary requirements and preferences.		
	5.3. Describe benefits of working in partnership with parents/carers in relation to special dietary requirements.		
LO 6. Be able to support healthy eating in own setting.	6.1. Plan an activity to support healthy eating in own setting.		
	6.2. Implement an activity to support healthy eating in own setting.		
	6.3. Reflect on own role when supporting healthy eating in own setting.		
	6.4. Make recommendations for healthy eating in own setting.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 9: Child development from conception to seven years

Unit Reference: CCD/009 /L3

Level: 3

Credit Value: 4

GLH: 40

Unit Aim: The aim of this unit is to provide learners with knowledge and understanding of child development from conception to seven years of age.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO1. Understand development from conception to birth and routine screening programmes in the first year of life.	1.1 Describe stages of development from conception to birth.		
	1.2 Explain routine checks carried out during antenatal care, postnatal care and the first year of life.		
	1.3 Describe factors that may impact upon the development of the baby during: • pre-conception • each stage of pregnancy • during first year of life.		
LO2. Understand stages and sequences of development from birth to seven years.	2.1 Identify stages and sequences of development from birth to seven years in the following areas: • cognition neurological and brain development speech, language and communication • physical personal, social and emotional.		
	2.2 Explain 'holistic' development.		
	2.3 Explain factors which influence children's development		
LO3. Understand how to plan opportunities for children's learning and development from birth to five years.	3.1 Plan opportunities for children from birth to five years in relation to: • cognitive development • speech, language and communication development • physical development • social and emotional development.		

Unit 9: Child development from conception to seven years

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO4. Understand theory and educational frameworks which inform knowledge and understanding of Early Years practice.	4.1 Describe theoretical perspectives in Relation to: - cognitive development - speech, language and communication - development - physical development - social and emotional development.		
	4.2 Explain how theoretical perspectives relating to child development inform current frameworks.		
LO5. Understand the role of the Early Years practitioner when promoting child development from birth to seven years.	5.1 Discuss the role of the Early Years practitioner when promoting child development in relation to: - cognitive development - speech, language and communication development - physical development - social and emotional development.		
	5.2 Evaluate the role of the Early Years practitioner in supporting children's holistic development.		
	5.3 Analyse how working in partnership: - enhances children's learning and development - values parents/carers' contributions.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 10: Preparing Children for readiness for school

Unit Reference: CCD010/L2

Level: 2

Credit Value: 4

GLH: 40

Unit Aim: The aim of this unit is to provide learners with the knowledge and understanding required to support children prepare for school.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand factors affecting children's readiness for school.	1.1. Explain factors affecting children's readiness for school.		
	1.2 Discuss how to engage a child in preparation for school readiness		
	1.3 Support Children in settling down in learning environment		
	1.4 Develop plan for receiving children in learning environment the first time		
LO: 2. Understand areas of learning and development in relation to the current framework.	2.1. Summarise areas of learning and development in relation to school readiness, with regard to: • communication and language • physical development • personal, social and emotional development • literacy • mathematics • understanding the world • expressive arts and design.		
	2.2. Discuss ways to promote each area of learning identified in the current framework.		
	2.3 supervise and record activities supporting children development in relation to school readiness		

Unit 10: Preparing Children for readiness for school

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 3. Understand the assessment process in relation to the current framework.	3.1. Explain the assessment, recording and reporting requirements in relation to the current framework.		
	3.2. Discuss the importance of accurately tracking all children's progress.		
LO: 4. Understand how working in partnership with others contributes to children's school readiness.	4.1. Discuss why it is important to work in partnership with others during school transition.		
	4.2. Analyse strategies to support partnership working when preparing children for school.		
LO: 5. Understand the role of the Early Years practitioner when preparing children for school.	5.1. Evaluate the role of the Early Years practitioner when preparing children for school.		
	5.2 Support others in carrying out their role as early years practitioner.		
	5.3 Review and document outcome of activity		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 11: Children's health and well-being

Unit Reference: CCD/011 /L2

Level: 2

Credit Value : 3

GLH: 30

Unit Aim: The aim of this unit is to provide learners with knowledge and understanding of children's health and well-being from birth to seven years of age.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand children's needs in relation to emotional well-being.	1.1. Explain the process of: • attachment • developing secure relationships.		
	1.2. Summarise the role of the key person in promoting emotional well-being in relation to current frameworks.		
	1.3. Analyse the impact of secure relationships on a child's well-being.		
LO:2. Understand the needs of children during transition and significant events.	2.1. Identify transitions and significant events that a child may experience.		
	2.2. Discuss potential effects of transition and significant events on a child's life.		
	2.3. Explain the role of the Early Years practitioner: • in preparing a child for a planned transition • in supporting the needs of children during transition and significant life events.		
LO:3. Understand the impact of poor diet on children's health and well-being.	3.1. Explain the impacts of poor diet on children's health and well-being in the: • short term long term.		

Unit 11: Children's health and well-being

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 4. Understand the physical care needs of children.	4.1. Describe the physical needs of children.		
	4.2. 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.		
	4.3. 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.		
	4.4. Explain safety precautions which minimize the risk of sudden infant death syndrome.		
LO: 5. Understand the impact of the Early Years environment on the health and well-being of children.	5.1. Describe factors within the Early Years setting which may impact upon the health and well-being of children.		
	5.2. Evaluate national and local initiatives which promote children's health and well-being.		
	5.3. Analyse the role of the Early Years practitioner in maintaining a healthy environment for children.		
	5.4. Evaluate benefits of working in partnership with parents/carers in relation to children's health and well-being.		

Unit 11: Children's health and well-being

Learning Outcome	Assessment Criteria	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 6. Understand the nutritional needs of children.	6.1. Explain the nutritional value of the main food groups.		
	6.2. Identify the nutritional requirements of children aged: • 0-1 year • 1-2 years • 2-3 years • 3-5 years • 5-7 years.		
	6.3. Explain the role of the Early Years practitioner in meeting children's individual dietary requirements and encouraging healthy eating.		
LO: 7. Understand children's need for exercise.	7.1. Explain benefits of exercise for children's health and well-being.		
	7.2. Plan opportunities/activities for children to exercise.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 12: Observation, assessment and planning

Unit Reference: CCD/0012 /L3

Level: 3

Credit Value: 8

GLH: 80

Unit Aim: This unit is aimed at those who work in Health or Social care settings or with children and other young people in a wide range of setting. It identifies the requirements when keeping yourself and individuals safe and secure within a work setting where children, young people and adults are cared for or supported.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand the observation, assessment and planning cycle.	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.		
	1.2. Discuss the observation, assessment and planning cycle.		
LO: 2. Understand professional practice in relation to the observation of children.	2.1. Discuss the need for confidentiality and objectivity during the observation process.		
	2.2. Explain reasons for maintaining accurate and coherent records and reports.		
	2.3. Identify factors to consider when observing children.		
	2.4. Evaluate the need for objectivity when observing children.		

Unit 12: Observation, assessment and planning

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 3. Understand observation methods in relation to current frameworks.	3.1. Explain observation and planning requirements in relation to current frameworks.		
	3.2. Evaluate observation methods: • media/photographic/video/audio recorders • snap shot/post-it • narrative/written record • check lists • event sample • time sample • sociogram • target child • child tracker / movement record • use of the above methods within Longitudinal Study.		
LO: 4. Understand child-centred planning.	4.1. Analyse how child-centred planning meets individual needs of children.		
	4.2. Discuss ways of identifying children's individual needs and interests to support effective planning.		
	4.3. Explain how working with other professionals, parents and carers supports child-centred planning.		
LO: 5. Understand the skills required by the Early Years practitioner when observing children.	5.1. Describe the professional skills required when observing children.		

Unit 12: Observation, assessment and planning

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 6. Understand the role of assessment in the observation assessment cycle.	6.1. Evaluate the role of the observation, assessment and planning cycle to shape activities, opportunities and experiences in an Early Years setting.		
	6.2. Evaluate benefits of undertaking a Longitudinal Study for: - the child - Early Years practitioners - other professionals.		
	6.3. Discuss how tracking children's progress can enhance learning.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 13: Supporting emergent literacy

Unit Reference: SCD/CCD/013/L3

Level: 3

Credit Value : 3

GLH: 30

Unit Aim: The aim of this unit is to provide learners with knowledge and understanding of children's emergent literacy skills.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand the language and communication needs of children.	1.1. Define the terms: • speech • language • communication.		
	1.2. Explain the stages of language, communication, reading and writing development from birth to 7 years.		
	1.3. Discuss factors which affect language and communication development.		
LO: 2. Understand the characteristics of a language rich environment.	2.1. Explain what is meant by 'a language rich environment'.		
	2.2. Explain how to provide 'a language rich environment'.		
LO: 3. Understand current frameworks in relation to emergent literacy.	3.1. Discuss the role of the Early Years practitioner when meeting current framework requirements for: • communication and language • literacy.		
LO: 4. Understand partnership working.	4.1. Discuss ways to work with others to support children's emergent literacy from birth to 7 years.		

Unit 13: Supporting emergent literacy

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 5. Understand strategies which support emergent literacy.	5.1. Discuss strategies to support the development of emergent literacy.		
	5.2. Explain the use of systematic synthetic phonics in the teaching of reading.		
	5.3. Evaluate strategies to enhance: • speech, language and • communication development • group learning • socialisation.		
	5.4. Evaluate activities to promote the development of children's reading and writing skills.		
	5.5. Explain strategies to plan activities which encourage: • speaking and listening • emergent reading • sustained shared thinking • emergent writing • technology / digital literacy.		
LO: 6. Understand inclusive practice in relation to emergent literacy.	6.1. Analyse the role of the Early Years practitioner when supporting children with: • speech, language and communication delay • English as an additional language.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 14: Play and learning

Unit Reference: CCD/014 /L3

Level: 3

Credit Value : 5

GLH: 50

Unit Aim: The aim of this unit is to provide learners with knowledge and understanding of play and learning.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand the role of play.	1.1. Explain the innate drive for children to play.		
	1.2. Describe the role of play in supporting all children's learning and development.		
	1.3. Analyse the impact of play deprivation on children's learning and development.		
LO: 2. Understand children's rights in relation to play.	2.1. Children's rights in relation to play.		
	2.2. Explain how Early Years settings support children's rights to play.		
LO: 3. Understand theoretical approaches to play and learning.	3.1. Discuss how theoretical perspectives on play and learning inform practice.		
	3.2. Discuss how philosophical approaches on play and learning inform practice.		
LO: 4. Understand current frameworks in relation to play and learning.	4.1. Discuss current frameworks in relation to play and learning.		

Unit 14: Play and learning

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 5. Understand types of play for children.	5.1. Explain: • child-initiated play • adult-led play.		
	5.2. Describe characteristics and benefits of: • physical play • creative play • imaginative play • sensory play • heuristic play.		
	5.3. Evaluate resources for: • physical play • creative play • imaginative play • sensory play • heuristic play.		
LO: 6. Understand the characteristics of an enabling play environment.	6.1. Explain the characteristics of an enabling: • indoor play environment • outdoor play environment.		
LO: 7. Understand inclusive play practice.	7.1. Discuss inclusive play practice in relation to current frameworks.		
	7.2. Describe how play supports the interests and abilities of children.		
LO: 8. Understand how the Early Years practitioner supports children's socialisation and behaviour within play environments.	8.1. Analyse the role of the Early Years practitioner in supporting children's socialisation within play environments.		
	8.2. Evaluate strategies to support children to manage their own behaviour.		

Unit 14: Play and learning

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 9. Understand play at different stages of children's development.	9.1. Discuss how children's play needs and preferences change in relation to their stage of development.		
	9.2. Discuss benefits to children's learning and development of involving others in children's play.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 15: Understanding children's additional needs

Unit Reference: CCD/015/L3

Level: 3

Credit Value : 4

GLH: 40

Unit Aim: The aim of this unit is to provide learners with the knowledge and understanding of how to meet children's additional needs.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1: Understand biological and environmental factors which may result in children needing additional support.	1.1. Define the terms: • biological • environmental		
	1.2. Analyse the impact of biological factors on children's development.		
	1.3. Analyse the impact of environmental factors on children's development.		
	1.4. Describe factors which affect children's development in the: • short term • long term.		
LO: 2. Understand how personal experiences, values and beliefs impact on the role of the Early Years practitioner when meeting children's additional needs.	2.1. Analyse how personal experiences, values and beliefs impact on the professional practice of the Early Years practitioner.		

Unit 15: Understanding children's additional needs

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 3. Understand inclusive practice.	3.1. Identify current legislation in relation to inclusive practice.		
	3.2. Describe what is meant by: • equality • diversity • inclusion • discrimination.		
	3.3. Explain types of discrimination.		
	3.4. Discuss potential effects of discrimination on children.		
LO: 4. Understand the role of early intervention.	4.1. Describe the importance of early intervention when meeting children's additional needs.		
	4.2. Explain strategies for early intervention.		
	4.3. Evaluate benefits of working in partnership with others to meet children's additional needs.		

Unit 15: Understanding children's additional needs

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 5. Understand the Early Years practitioner's need for professional and personal support when working with children with additional needs.	5.1. Reflect on the Early Years practitioner's need for professional and personal support when working with children with additional needs.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 16: Promote children's early learning in the school environment

Unit Reference: CCD/016/L3

Level: 3

Credit Value : 4

GLH: 40

Unit Aim: The aim of this unit is to provide learners with the knowledge and Understanding required when you promoting children's early learning in the school environment. This includes working with teachers and others to contribute to the planning and preparing for children's learning.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1: Contribute to planning and preparing for children's learning	1.1. Support the teacher in the planning and preparation of lessons and learning opportunities		
	1.2. Work with others to select and prepare teaching resources to meet the diverse needs of children		
	1.3. Ensure you are committed to raising children's achievements, based on a realistic appraisal of their capabilities and readiness to learn		
	1.4. Use plans, programmes and routines within the provision in terms of providing a balanced and relevant curriculum		
	1.5. Use plans, programmes and routines that make use of all available resources in and outside the provision		
	1.6. Understand the different learning styles of children		
LO 2: Plan and prepare for teaching children in small and larger group	2.1. Plan and prepare for teaching individual children		
	2.2. Listen carefully to children and respond in a constructive way		

Unit 16: Promote children's early learning in the school environment

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 2. Plan and prepare for teaching children in small and larger groups (count)	2.3. Use a pedagogical approach to promote learning		
	2.4. Use a pedagogical approach to accommodate children's individual ways of learning		
	2.5. Use ICT to promote learning		
	2.6. Communicate effectively with children, and in ways that will enhance their learning		
	2.7. Involve families in the planning and preparing of the curriculum		
	2.8. Ensure every child receives an enjoyable, challenging, learning and developmental experience, that recognises the individual needs of children		
LO 3: Develop and use teaching and learning activities that are inclusive	3.1. Assess the involvement of children in activities across the curriculum areas and whether they are engaged in purposeful play and activity		
	3.2. Use well-structured teaching and learning activities that interest and motivate children, to help advance their learning		
	3.3. Clearly and enthusiastically present the subject content using appropriate subject-specific vocabulary		
	3.4. Use an innovative and creative approach to help children in their learning		
	3.5. Support children's positive behavior		
	3.6. Implement teaching and learning activities to deliver the curriculum in activities		
	3.7. Ensure that children have equal access to the curriculum		
	3.8. Ensure that children take part effectively and confidently		

Unit 16: Promote children's early learning in the school environment

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO 4: Contribute to the monitoring and assessment of children's progress	4.1. Monitor children's responses to learning, and their participation and progress		
	4.2. Use the monitoring and assessment of children's progress to inform your own learning needs and your effectiveness in supporting children		
	4.3. Provide feedback to teachers and constructive support to children as they learn		
	4.4. Report assessment information, according to the procedures of the setting		
	4.5. Record assessment information, according to the procedures of the setting		
	4.6. Support the work of teachers in evaluating children's progress, through assessment activities		
LO 5: Select teaching methods suitable for the groups and individuals	5.1. Select teaching methods suitable for the content and objectives of the session		
	5.2. Adapt your teaching methods and approaches in ways that allow children to be active participants in the learning process		
	5.3. Evaluate teaching methods suitable for the groups and individuals		
	5.4. Evaluate teaching methods suitable for the content and objectives of the session		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 17: Understand how to support children who are unwell

Unit Reference: CCD017/L2

Level: 2

Credit Value: 2

GLH 20

Unit Aim: This unit provides the learner with the knowledge and understanding of how to support children who are unwell.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO1. Know common childhood illnesses.	1.1. Identify common childhood illnesses.		
	1.2. Identify exclusion periods for common childhood illnesses.		
	1.3. Explain treatments for common childhood illnesses.		
	1.4. Describe signs and symptoms of common childhood illnesses		
LO 2. Know the signs of ill health in children	2.1. Describe the signs and symptoms of ill health in children.		
	2.2. Give examples of when medical intervention is necessary		
LO 3. Understand legal requirements for reporting notifiable diseases.	3.1. Identify notifiable diseases		
	3.2. Describe the process for reporting notifiable diseases.		
LO 4. Understand the role of the Early Years practitioner in minimising ill health in children.	4.1. Explain how the Early Years practitioner can minimise ill health in children.		
LO 5. Understand care routines when a child is ill.	5.1. Explain procedures which are followed when a child is taken ill in a setting.		

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO5. Understand care routines when a child is ill.	5.2. Outline the procedures for: • storage of medication • administration of medication • record keeping with regard to medication.		
	5.3. Describe the needs of a child who is ill in relation to: • food and drink • personal care • rest and sleep • emotional well-being • dignity and respect • observation and monitoring.		
LO 6. Understand how to support children for planned hospital admission.	6.1. Describe how the Early Years practitioner supports a child to prepare for a stay in hospital.		
LO 7. Understand the therapeutic role of play in hospitals.	7.1. Describe the therapeutic role of play in hospital in supporting children's recovery.		

Unit 17: Understand how to support children who are unwell

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO8. Understand the role of the Early Years practitioner when supporting children who are chronically ill.	8.1. Describe the responsibilities of the Early Years practitioner when supporting a child who has a chronic health condition in relation to: • training and development needs • partnership working • inclusive practice • support for self.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 18: Record keeping and reporting

Unit Reference: CCD018/L2

Level: 2

Credit Value : 2

GLH: 20

Unit Aim: This unit provides the learner with the knowledge, understanding and skills for record keeping and reporting.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO 1. Be able to maintain accurate and coherent records in line with organizational requirements.	1.1. Explain confidentiality in relation to record keeping and reporting.		
	1.2. Explain organizational requirements in relation to: • completing records • storing records • sharing information.		
	1.3. Maintain confidential records in line with organizational procedures in relation to: • health, safety and security • accidents • incident • daily registers • medication • special dietary requirements • planning • observation and assessment.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 19: Develop the speech, language and communication of children from birth to 5 years

Unit Reference: CCD019/L3

Level: 3

Credit Value : 3

GLH: 30

Unit Aim: This unit provides the learner with the practical knowledge, understanding and skills required for developing the speech, language and communication of children from birth to 5 years

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO 1: Be able to create a language rich environment to develop the speech, language and communication of children in own setting	1.1. Create a language rich environment which develops the speech, language and communication of children in own setting.		
LO 2: Be able to implement opportunities which support the development of speech, language and communication of children from birth to 5years	2.1. Use strategies to plan an activity which supports the development of speech, language and communication of children aged: • year 11 months • 2-2 years 11 months • months • 3-5 years.		
	2.2. Lead an activity which supports the development of speech, language and communication of children aged: • 0-1 year 11 months • 2-2 years 11 months • 3-5 years.		
	2.3. Reflect on own role in relation to the provision for supporting speech, language and communication development in own setting.		

Unit 19: Develop the speech, language and communication of children from birth to 5 years

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO 3. F. Be able to critically evaluate provision for developing speech, language and communication for children in own setting.	3.1. Critically evaluate provision for developing speech, language and communication for children in own setting.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 20: Promote the physical development of children from birth to 5 years

Unit Reference: CCD020/L2

Level: 2

Credit Value : 2

GLH: 20

Unit Aim: This unit provides the learner with the practical knowledge, understanding and skills for Promoting the physical development of children from birth to 5 years.

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO 1. Be able to promote physical development.	1.1. Describe own role when promoting physical development in own setting.		
	1.2. Create an environment which promotes physical development in own setting.		
LO 2. Be able to implement opportunities which promote the physical development of children from birth to 5 years.	2.1. Plan an opportunity which promotes the physical development of children aged: • 0-1 year 11 months • 2-2 years 11 months • 3-5 years.		
	2.2. Lead an opportunity which promotes physical development for children aged: • 0-1 year 11 months • 2-2 years 11 months • 3-5 years.		
	2.3. Reflect on own role in relation to the provision for promoting physical development in own setting.		

Unit 20: Promote the physical development of children from birth to 5 years

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO 3. Be able to critically evaluate the provision for promoting the Physical development of children in own setting.	3.1. Critically evaluate the provision for promoting the physical development of children in own setting.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 21: Contribute to an inclusive environment

Unit Reference: CCD021/L2

Level: 2

Credit Value : 2

GLH: 20

Unit Aim: This unit provides the learner with the knowledge, understanding and Skills to Contribute to an inclusive environment

Learning Outcome The learner will be able to:	Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO 1. Be able to use information, advice and support to promote equality, diversity and inclusion.	1.1. Access information, advice and support about equality, diversity and inclusion.		
	1.2. Reflect on ways information, advice and support about equality, diversity and inclusion can be used to inform practice.		
LO 2. Be able to work in ways which support equality, diversity and inclusive practice.	2.1. Interact with children in a way that values them and meets their individual needs.		
	2.2. Analyse the benefits of supporting equality, diversity and inclusive practice.		
	2.3. Evaluate the impact of own attitudes, values and behaviour when supporting equality, diversity and inclusive practice.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date: