



Qualification Specification:

OCN NI Level 2 Award in Early Years Learning, Care and Development

- **Qualification No: 603/6060/4**

OCN NI Level 2 Certificate in Early Years Learning, Care and Development

- **Qualification No: 603/6058/6**

OCN NI Level 2 Extended Certificate in Early Years Learning, Care and Development

- **Qualification No: 603/6059/8**

Version: 2.2



1. Specification Updates

Key changes have been listed below:

| Section | Detail of change | Version and date of Issue |
|----------------|-----------------------------|---------------------------|
| Specification | New format and scope | v2.0 – May 2025 |
| Qualifications | Updated higher order skills | V2.2- April 2026 |
| | | |

2. Contents

| | |
|--|-----------|
| 1. Specification Updates | 2 |
| 2. Contents..... | 3 |
| 3. Introduction to Open College Network Northern Ireland (OCN NI) | 5 |
| 4. About this Specification | 6 |
| 4.1 Additional Support | 7 |
| 5. About these Qualifications | 8 |
| 5.1 Qualification Regulation Information | 8 |
| 5.2 Sector Subject Area | 8 |
| 5.3 Grading | 9 |
| 5.4 Qualifications' Aim and Objectives | 9 |
| 5.5 Relationship to Curriculum..... | 9 |
| 5.6 NI Entitlement Framework..... | 10 |
| 5.7 Target Learners | 10 |
| 5.8 Entry Requirements..... | 10 |
| 5.9 Progression | 11 |
| 5.10 Delivery Language | 11 |
| 6. Centre Requirements for Delivering these Qualifications | 12 |
| 6.1 Centre Recognition | 12 |
| 6.2 Qualification Approval..... | 12 |
| 6.3 Centre Staffing..... | 12 |
| 6.4 Tutor Requirements | 13 |
| 6.5 Assessor Requirements | 13 |
| 6.6 Internal Quality Assurer Requirements..... | 14 |
| 7. Qualification Structure | 15 |
| 7.1 Qualification Purpose | 15 |
| 7.2 Qualification Level | 15 |
| 7.3 Qualification Size | 15 |
| 7.4 How to Achieve the Qualifications | 16 |
| 8. Assessment Structure | 17 |
| 8.1 Assessment Guidance: Portfolio..... | 17 |
| 8.2 Understanding the Units..... | 17 |
| 8.3 Recognition of Prior Learning (RPL) | 18 |
| 9. Qualification Summary by Unit | 19 |
| 10. Unit Content | 21 |
| 10.1 Health and Safety in an Early Years Setting..... | 21 |
| 10.2 Safeguarding Children..... | 26 |
| 10.3 Baby and Young Children Care | 31 |
| 10.4 Child Development – Birth to 5 Years | 38 |
| 10.5 Children's Social and Emotional Development..... | 42 |
| 10.6 Creative Activities for Children's Development..... | 48 |
| 10.7 Developing Language and Communication Skills in Children | 52 |
| 10.8 Food and Nutrition for Young Children | 56 |
| 10.9 Mindfulness and Reducing Anxiety in Children | 63 |
| 10.10 Musical Activities for Children | 66 |
| 10.11 Outdoor Play Learning for Early Years | 69 |
| 10.12 Personal Care and Hygiene within an Early Years Setting | 76 |
| 10.13 Physical Activities for Children | 82 |

| | | |
|------------|---|------------|
| 10.14 | Understand the Principles and Values within Early Years | 86 |
| 10.15 | Supporting the Physical Needs of Children..... | 89 |
| 10.16 | The Importance of Play in a Child’s Development | 94 |
| 10.17 | Understanding Children’s Behaviour | 99 |
| 10.18 | Understanding How Children Learn | 105 |
| 10.19 | Understanding Pregnancy and the Newborn Baby | 112 |
| 10.20 | Work Experience within an Early Years Setting..... | 122 |
| 10.21 | Working within an Early Years Setting..... | 126 |
| 11. | Quality Assurance of Centre Performance..... | 128 |
| 11.1 | Internal Assessment | 128 |
| 11.2 | Internal Quality Assurance | 129 |
| 11.3 | Documentation..... | 130 |
| 11.4 | External Quality Assurance..... | 130 |
| 11.5 | Standardisation | 131 |
| 12. | Administration | 132 |
| 12.1 | Registration | 132 |
| 12.2 | Certification..... | 132 |
| 12.3 | Charges..... | 132 |
| 12.4 | Equality, Fairness and Inclusion | 132 |
| 12.5 | Retention of Evidence | 133 |
| 12.6 | Appendix 1 - Definition of OCN NI’s Assessment Verbs..... | 136 |

3. Introduction to Open College Network Northern Ireland (OCN NI)

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

OCN NI Contact Details

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 2 Award, Certificate and Extended Certificate in Early Years Learning, Care and Development**.

This specification will provide guidelines for centres to ensure the effective and correct delivery of these qualifications. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the OCN NI Level 2 Award, Certificate and Extended Certificate in Early Years Learning, Care and Development.

- **Qualification Features:** this includes the key characteristics and features of these qualifications, such as their intended audience, purpose, and credit value.
- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess these qualifications. These include guidelines on staff qualifications, resources, and required procedures.
- **Structure and Content:** this details the structure and content of the qualifications including units, and any specific content that learners will be required to study.
- **Assessment Requirements:** this details assessment criteria and assessment there
- **Quality Assurance:** the quality and consistency of delivery and assessment of these qualifications are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external quality assurance that all centres offering these qualifications must adhere to are detailed.
- **Administration:** guidance on the administrative aspects of delivering these qualifications, including registration, certification, and record-keeping.
- Reference to other handbooks and policies as appropriate to the qualifications.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Learner Assessment Booklets**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Specimen Assessment Materials**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Qualification Support Pack**: A support pack has been developed to support centres in the delivery of these qualifications. The pack includes planning and assessment templates, guides to best practice, etc.
- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk
- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of these qualifications by contacting their designated Business Development Advisor or by contacting us on [Contact Us | OCN NI](#)

5. About these Qualifications

5.1 Qualification Regulation Information

OCN NI Level 2 Award in Early Years Learning, Care and Development

Qualification Number: 603/6060/4

OCN NI Level 2 Certificate in Early Years Learning, Care and Development

Qualification Number: 603/6058/6

OCN NI Level 2 Certificate in Early Years Learning, Care and Development

Qualification Number: 603/6059/8

Operational start date: 01 July 2020

Review date: 30 June 2030

The qualifications' operational start and end dates define the regulated qualifications' lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualifications and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at [Ofqual Register](#). This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk.

5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for these qualifications is:

Subject Area: 1.5 Child development and well-being

NOS:

[SCDHSC 0022 - Support the Health and Safety of yourself and individuals](#)

[SCDHSC0032 – Promote health, safety and security in the work setting](#)

[SCDHSC0042 - Lead practice for health and safety in the work setting](#)

[SCDCCLD0202 – Support the safeguarding of children](#)

[SCDHSC0034 – Promote the safeguarding of children and young people](#)

[TDASTL3 – Help to keep children safe](#)

[SCDCCLD0312 – Implement positive environments for babies and children](#)

[SCDCCLD0314 – Promote the care of babies and children](#)

[SCDCCLD0314 – Promote the care of babies and children](#)

[SCDCCLD0307 – Promote the health and physical development of children](#)

[SCDCCLD0308 - Promote children’s well-being and resilience](#)

[SCDCCLD0206 – Support children’s learning through play](#)

[SCDCCLD0201 – Support effective communication](#)

[SCDCCLD0203 – Support the development of children and young people](#)

[TDASTL2 – Support children’s development](#)

[SCDCCLD0307 – Promote the health and physical development of children](#)

[SCDCCLD0325 – Support children and young people through major transitions](#)

[SCDCCLD0308 – Promote children’s well-being and resilience](#)

5.3 Grading

Grading for these qualifications is pass/fail.

5.4 Qualifications’ Aim and Objectives

Qualifications’ Aim

The aim of the OCN NI Level OCN NI Level 2 Award, Certificate and Extended Certificate in Early Years Learning, Care and Development is to allow learners to develop the knowledge, understanding and skills required for working in the area of early years.

Qualifications’ Objectives

The objectives of the OCN NI Level OCN NI Level 2 Award, Certificate and Extended Certificate in Early Years Learning, Care and Development are to enable learners to:

- develop their knowledge and understanding of child development and growth, learning through play and how meeting the needs of individual children will support their development, play and learning
- apply their knowledge and skills for a career in the early years setting
- develop the essential skills and attributes valued by employers and further/higher education
- develop Literacy, Numeracy and ICT competences together with key transferable and thinking skills

5.5 Relationship to Curriculum

These qualifications are for learners interested in early years but who have not studied or achieved a GCSE in this area. They are intended to give learners the knowledge,

understanding and skills that will enable them to progress to further learning or training. They build upon the Northern Ireland Curriculum and meet the requirements of the Key Stage 4 Entitlement Framework.

These qualifications will allow learners to further develop the following skills:

Cross-Curricular Skills:

communication
using mathematics
using ICT

Thinking Skills and Personal Capabilities:

self-management
working with others
problem solving

[Refer to Annexe A](#)

5.6 NI Entitlement Framework

OCN NI has a wide range of vocational and technical qualifications available to offer in schools through the Entitlement Framework. The NIEFQAN file shows details of GCSE Guided Learning Hours (GLHs) size equivalences for level 1 and level 2 qualifications, and A-level Guided Learning Hours (GLH) size equivalences for qualifications at level 3.

The system is designed to enable schools to report their performance. The information on GLHs/size equivalency applies only to the allocation of school performance points.

It is not intended for use in relation to the equivalency of qualifications for employment and/or further/higher education purposes.

5.7 Target Learners

The OCN NI Level 2 Award, Certificate and Extended Certificate in Early Years Learning, Care and Development are particularly suitable for those who want to progress to further/higher study or employment within the early years sector.

5.8 Entry Requirements

There are no formal restrictions on entry. However, learners must be at least 14 years of age on completion of the qualification and receive appropriate advice and guidance on the suitability of the qualification. Learners must also have a level of skill required at Key Stage 4 in the following areas:

- Numeracy
- Literacy
- Communication

5.9 Progression

The OCN NI Level 2 Award, Certificate and Extended Certificate in Early Years Learning, Care and Development will enable learners to progress to other Level 2 child development and well-being qualifications or to higher-level qualifications within the early years sector or into employment.

5.10 Delivery Language

These qualifications are exclusively available in English. If there is a desire to offer these qualifications in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

6. Centre Requirements for Delivering these Qualifications

6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver these qualifications prior to the commencement of delivery.

6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualifications
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for these qualifications it may be useful for learners to have access to a practical work setting

6.3 Centre Staffing

To offer these qualifications centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurance (IQA)

*Note: An individual cannot serve as an IQA for their own assessments.

6.4 Tutor Requirements

Tutors responsible for delivering these qualifications are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge. They should also have a minimum of one year's relevant experience in this area. This competence should enable them to effectively impart knowledge and practical skills to learners.
- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5 Assessor Requirements

The assessment of these qualifications takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.
- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.
- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

6.6 Internal Quality Assurer Requirements

The Internal Quality Assurer plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained IQA who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualifications.

The Internal Quality Assurer for these qualifications must meet the following criteria:

- **IQA Expertise:** IQA should have direct or related experience in the field of verification and have at least one year's occupational experience in the areas they are internally quality assuring. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **IQA Qualification:** IQA should hold or be currently undertaking a recognised IQA qualification; or must have attended the OCN NI IQA Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** IQA are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 2 qualifications in Early Years Learning, Care and Development are designed to equip learners with the essential knowledge and practical skills required to support the learning, development, and well-being of young children. These unitised qualifications provide a structured pathway for individuals seeking to begin or advance a career in early years settings, such as nurseries, preschools, and childcare environments. Learners will gain a comprehensive understanding of child development, safeguarding, play-based learning, and professional practice, ensuring they meet the standards expected in the sector. Successful completion enables progression to higher-level study or employment in early years care.

7.2 Qualification Level

In the context of the OCN NI Level OCN NI Level OCN NI Level 2 Award, Certificate and Extended Certificate in Early Years Learning, Care and Development it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. These qualifications align with Level 2, which signify a moderate level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

| OCN NI Level 2 Award in Early Years Learning, Care and Development | |
|---|------------|
| Total Qualification Time (TQT): | 90 hours |
| | |
| Total Credits Required: | 9 credits |
| Guided Learning Hours (GLH): | 72 hours |
| OCN NI Level 2 Certificate in Early Years Learning, Care and Development | |
| Total Qualification Time (TQT): | 150 hours |
| | |
| Total Credits Required: | 15 credits |
| Guided Learning Hours (GLH): | 120 hours |

OCN NI Level 2 Extended Certificate in Early Years Learning, Care and Development

Total Qualification Time (TQT): 300 hours

Total Credits Required: 30 credits

Guided Learning Hours (GLH): 240 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 2 Award in Early Years Learning, Care and Development** learners must complete both mandatory units plus a minimum of 3 credits from any other optional units for a total of 9 credits.

To achieve the **OCN NI Level 2 Certificate in Early Years Learning, Care and Development** learners must complete both mandatory units plus a minimum of 9 credits from any other optional units for a total of 15 credits.

To achieve the **OCN NI Level 2 Extended Certificate in Early Years Learning, Care and Development** learners must complete both mandatory units plus a minimum of 24 credits from any other optional units for a total of 30 credits.

8. Assessment Structure

These qualifications are assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

The portfolio for these qualifications is designed to provide a comprehensive view of a learner's skills and knowledge. It is a holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required. Explanations of command words/verbs used in the assessment criteria can be found in [Appendix 1](#) of this document.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Quality Assurers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within these qualifications are Level 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides possible teaching content.

8.3 Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a process for recognising any learning undertaken and/or attained by a learner. The learner must prove they have met some or all the learning outcomes and/or assessment criteria for this qualification before RPL can be considered. Any evidence submitted as RPL must be valid, authentic, reliable, current, sufficient and specific. In some cases, centres may need to produce mappings against learning outcomes and assessment criteria to confirm comparability of qualification certificates and/or evidence being submitted. Please see the OCN NI Recognition of Prior Learning (RPL) Policy for further details.

9. Qualification Summary by Unit

OCN NI Level 2 Award in Early Years Learning, Care and Development

In order to achieve the OCN NI Level 2 Award in Early Years Learning, Care and Development the learner must successfully complete both mandatory units plus a minimum of 3 credits from any other optional units for a total of 9 credits.

Total Qualification Time (TQT) for this qualification: 90 hours
 Guided Learning Hours (GLH) for this qualification: 72 hours

OCN NI Level 2 Certificate in Early Years Learning, Care and Development

In order to achieve the OCN NI Level 2 Certificate in Early Years Learning, Care and Development the learner must successfully complete both mandatory units plus a minimum of 9 credits from any other optional units for a total of 15 credits.

Total Qualification Time (TQT) for this qualification: 150 hours
 Guided Learning Hours (GLH) for this qualification: 120 hours

OCN NI Level 2 Extended Certificate in Early Years Learning, Care and Development

In order to achieve the OCN NI Level 2 Certificate in Early Years Learning, Care and Development the learner must successfully complete both mandatory units plus a minimum of 24 credits from any other optional units for a total of 30 credits.

Total Qualification Time (TQT) for this qualification: 300 hours
 Guided Learning Hours (GLH) for this qualification: 240 hours

| Unit Reference Number | OCN NI Unit Code | Unit Title | Credit Value | GLH | Level |
|----------------------------|------------------|--|--------------|-----|-------|
| Mandatory units | | | | | |
| H/618/2532 | CBE917 | Health and Safety in an Early Years Setting | 3 | 24 | Two |
| K/618/2533 | CBE918 | Safeguarding Children | 3 | 24 | Two |
| Optional units | | | | | |
| M/618/2534 | CBE919 | Baby and Young Children Care | 3 | 24 | Two |
| T/618/2535 | CBE920 | Child Development – Birth to 5 Years | 2 | 16 | Two |
| A/618/2536 | CBE921 | Children's Social and Emotional Development | 2 | 16 | Two |
| M/618/2548 | CBE922 | Creative Activities for Children's Development | 2 | 16 | Two |
| T/618/2549 | CBE923 | Developing Language and Communication Skills in Children | 2 | 16 | Two |

| | | | | | |
|----------------------------|--------|---|---|----|-----|
| K/618/2550 | CBE924 | Food and Nutrition for Young Children | 3 | 24 | Two |
| M/618/2551 | CBE925 | Mindfulness and Reducing Anxiety in Children | 2 | 16 | Two |
| T/618/2552 | CBE926 | Musical Activities for Children | 2 | 16 | Two |
| A/618/2553 | CBE927 | Outdoor Play Learning for Early Years | 3 | 24 | Two |
| F/618/2554 | CBE928 | Personal Care and Hygiene within an Early Years Setting | 2 | 16 | Two |
| J/618/2555 | CBE929 | Physical Activities for Children | 2 | 16 | Two |
| L/618/2556 | CBE930 | Understand the Principles and Values within Early Years | 2 | 16 | Two |
| R/618/2557 | CBE931 | Supporting the Physical Needs of Children | 2 | 16 | Two |
| Y/618/2558 | CBE932 | The Importance of Play in a Child's Development | 3 | 24 | Two |
| D/618/2559 | CBE933 | Understanding Children's Behaviour | 4 | 32 | Two |
| R/618/2560 | CBE934 | Understanding How Children Learn | 2 | 16 | Two |
| Y/618/2561 | CBE935 | Understanding Pregnancy and the Newborn Baby | 5 | 40 | Two |
| D/618/2562 | CBE936 | Work Experience within an Early Years Setting | 6 | 48 | Two |
| H/618/2563 | CBE937 | Working within an Early Years Setting | 2 | 16 | Two |

For reference

RQF Level 2 Descriptors

| Knowledge descriptor (the holder...) | Skills descriptor (the holder can...) |
|---|---|
| <i>Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems.</i> | <i>Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems.</i> |
| <i>Can interpret relevant information and ideas.</i> | <i>Identify, gather and use relevant information to inform actions.</i> |
| <i>Is aware of a range of information that is relevant to the area of study or work.</i> | <i>Identify how effective actions have been.</i> |

10. Unit Content

10.1 Health and Safety in an Early Years Setting

| | | |
|--|--|--|
| Title | Health and Safety in an Early Years Setting | |
| Level | Two | |
| Credit Value | 3 | |
| Guided Learning Hours (GLH) | 24 | |
| OCN NI Unit Code | CBE917 | |
| Unit Reference No | H/618/2532 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand health and safety in an early years setting. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Understand the different responsibilities relating to health and safety in an early years setting. | 1.1. Describe key areas that may be relevant to health and safety in an early years setting. 1.2. Summarise employers' and employees' responsibility for health and safety. | |
| 2. Understand the use of risk assessments in early years settings. | 2.1. Explain the difference between a hazard and a risk and how these may be minimised. 2.2. Describe the purpose of a health and safety risk assessment in an early years setting. 2.3. Describe using three examples how and when to report potential health and safety risks. | |
| 3. Understand the role of adults in early years settings in preventing accidents. | 3.1. Explain ways in which adults can minimise the risk of accidents to babies and children in early years settings. | |
| 4. Know how to reduce the spread of infection in an early years setting. | 4.1. Explain how an infection spreads and ways in which it may be minimised in an early years setting. 4.2. Describe ways in which own health or hygiene might pose a risk to the spread of infection and how this may be minimised. | |
| Assessment Guidance | | |
| NOS: | | |
| <u>SCDHSC 0022 - Support the Health and Safety of yourself and individuals</u> | | |
| <u>SCDHSC0032 – Promote health, safety and security in the work setting</u> | | |
| <u>SCDHSC0042 - Lead practice for health and safety in the work setting</u> | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |

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| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Health and Safety in an Early Years Setting |
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| <p>1. Understand the different responsibilities relating to health and safety in an early years settings.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of health and safety within early years settings <p>Key areas to explore may include:</p> <ul style="list-style-type: none"> • First aid <ul style="list-style-type: none"> ○ Regular first aid training and first aiders in the workplace ○ Provide first aid box ○ Record any incidents • Fire safety <ul style="list-style-type: none"> ○ Plan for emergency – fire route ○ Provide fire safety instructions and training (fire drill) ○ Turn off electrical equipment at the end of the day ○ Report electrical faults ○ Have fire extinguishers, blankets and signs • Food safety <ul style="list-style-type: none"> ○ Hands should be washed before prepping or touching food, especially after going to the toilet ○ An apron and hair net should be worn, with sleeves rolled up ○ No sneezing or coughing over food ○ All equipment and utensils must be cleaned thoroughly ○ Use correct chopping boards for different foods e.g. raw meat to avoid cross-contamination • Storage, usage and disposing of hazardous substances <ul style="list-style-type: none"> ○ All cleaning materials e.g. bleach must be kept in a locked cupboard ○ Stored in a high cupboard so they are out of reach of children ○ When using these substances children must not be in contact with them ○ When disposing of substances they must be put in correct bins and specialist waste disposal companies will collect them • Moving and handling <ul style="list-style-type: none"> ○ Risk assessment completed before tasks ○ Use of equipment in accordance with training and policies and procedures. ○ Consideration of TILEO (Task, Individual, Load, Environment, Other) • Identify employers responsibilities for health and safety in early years <p>Some responsibilities may include:</p> <ul style="list-style-type: none"> ○ Health and safety policies and procedures ○ Completed risk assessments ○ Working security systems e.g. locked doors ○ Ensure staff are trained in their health and safety responsibilities ○ Provide toilets, washing facilities and clean drinking water. |

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| | <ul style="list-style-type: none"> ○ Ensure appropriate ratio of staff to children ○ Provide first aid facilities. ○ Have emergency plans e.g. In case of a fire. ○ Provide appropriate and sufficient PPE (personal protective equipment) <ul style="list-style-type: none"> ● Identify employees responsibilities for health and safety in early years <p>Some responsibilities may include:</p> <ul style="list-style-type: none"> ○ Adhere to staff training and policies and procedures. ○ Wash hands regularly to reduce the risk of spreading germs. ○ Support children to wash their hands. ○ Washing or disinfecting toys and equipment regularly to help prevent the spread of infection. ○ Maintain a safe, tidy environment ○ Supervise children ○ Participate in risk assessments ○ Wear disposable PPE for specified tasks and dispose of it appropriately afterwards e.g. Nappy changing, cleaning up toilet accidents |
| <p>2. Understand the use of risk assessments in early years settings.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Concept of hazard ● Hazard: a hazard is anything (an object, activity or item) that has the potential to cause harm or endanger a child or adult using the early years facility. For example, electricity, open drawers, wet floor, chemicals, appliances etc. can all be hazards. ● Identify types of hazards <ul style="list-style-type: none"> ○ Environmental hazards ○ Electrical hazard ○ Chemical hazards ○ Biological hazard ● Concept of risk ● Risk: A risk is the chance or likelihood – high or low – that someone could be injured by a hazard and includes consideration of the severity of the possible injury caused by the hazard. ● Risk assessment is about identifying and taking sensible and proportionate measures to manage the risks associated with hazards. ● Concept of a risk assessment within an early year setting <ul style="list-style-type: none"> ○ identifying potential hazards and considering any actions which may need to be taken to minimise the risk that they pose. |
| <p>3. Understand the role of adults in early years settings in preventing accidents.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Explore potential hazards and actions to reduce these and how to record / report the hazard ● Link to employers/employees responsibilities in LO 1. <ul style="list-style-type: none"> ○ Create a safe environment ○ Regularly conduct risk assessments ○ Maintain a clean and clutter free environment ○ Use appropriate safety equipment ○ provide adequate supervision at all times |

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| | <ul style="list-style-type: none"> ○ Report and record all accidents, incidents, injuries and illnesses ○ provide appropriate first aid ○ communicate with parents |
| <p>4. Know how to reduce the spread of infection in an early years setting.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Concept of infection ● Identify the difference between viral and bacterial infections <p>Types of viral infections may include:</p> <ul style="list-style-type: none"> ○ A cold ○ influenza (flu) ○ bronchiolitis ○ respiratory syncytial virus ○ hand, foot and mouth disease ○ conjunctivitis ○ measles, mumps and rubella ○ chicken pox ○ COVID-19 <p>Types of bacterial infections may include:</p> <ul style="list-style-type: none"> ○ Ear infections ○ throat infections ○ respire tree infections example sinusitis ○ urinary tract infections <ul style="list-style-type: none"> ● Identify personal hygiene practices to minimise risk of infection <p>Some may include:</p> <ul style="list-style-type: none"> ○ Hand hygiene ○ Respiratory hygiene -covering mouth when coughing ○ Covering wounds ○ Tying hair up ○ Uniform / work clothes regularly laundered and maintained in good repair. ○ Footwear must be suitable and in particular should fully cover the foot, have a low heel and a slip resistant sole. ○ With the exception of plain wedding rings and plain sleeper earrings, jewellery ought not to be worn. <p>Personal presentation ought to be clean, tidy and avoid strong smelling products.</p> |

10.2 Safeguarding Children

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| Title | Safeguarding Children | |
| Level | Two | |
| Credit Value | 3 | |
| Guided Learning Hours (GLH) | 24 | |
| OCN NI Unit Code | CBE918 | |
| Unit Reference No | K/618/2533 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of the knowledge and skills required to support the safeguarding of children. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Be aware of legislation, guidelines, policies and procedures relating to safeguarding children. | 1.1. Describe the current legislation, guidelines, policies and procedures for safeguarding children. | |
| 2. Understand the roles of different agencies in safeguarding children. | 2.1. Explain the roles of three different agencies involved in the safeguarding of children. | |
| 3. Be aware of legislation, guidelines, policies and procedures in relation to e-safety. | 3.1. Outline legislation, guidelines, policies and procedures in relation to e-safety including the use of: a) internet b) mobile phones c) social networking and gaming d) laptops and tablets | |
| 4. Be aware of different types of child abuse, its impact and appropriate reporting procedures. | 4.1. Describe the characteristics of different types of child abuse. 4.2. Explain the potential impact of abuse on children's health and development. 4.3. Describe the boundaries of confidentiality and when it may be appropriate to share information. 4.4. Describe what is meant by the term whistleblowing and when it may be used. 4.5. Describe the appropriate action to be taken in the event of the following: a) where abuse of a child is suspected b) when it is suspected that a crime has been/may be committed | |
| 5. Be aware of own responsibilities for safeguarding children. | 5.1. Explain own responsibility and accountability when working as an early years practitioner for safeguarding children. | |
| Assessment Guidance | | |
| NOS: | | |
| <u>SCDCCLD0202 – Support the safeguarding of children</u> | | |
| <u>SCDHSC0034 – Promote the safeguarding of children and young people</u> | | |
| <u>TDASTL3 – Help to keep children safe</u> | | |
| <u>SCDLDS2 – Safeguard and protect the well-being of children and young people</u> | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |

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| | the learner's progression through the course | |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Safeguarding Children |
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| <p>1. Be aware of legislation, guidelines, policies and procedures relating to safeguarding of children.</p> | <p>Scope</p> <p>Teaching and Learning content should align with the legislative and policy frameworks current in NI at the time of delivery.</p> <p>The guidance below reflects the legislation and policy in place at time of specification publication:</p> <ul style="list-style-type: none"> • Concept of safeguarding children <p>Safeguarding seeks to:</p> <ul style="list-style-type: none"> -Promote the welfare for the child and young person; - Prevent harm occurring through early identification of risk and appropriate, timely intervention; and - Protect children and young people from harm when this is required. <p>(page 5 Co-operating-to-Safeguard-Children-and-Young-People.pdf)</p> <ul style="list-style-type: none"> • The Children (Northern Ireland) Order 1995 – five key principles <ul style="list-style-type: none"> ○ The child’s welfare as the paramount consideration ○ Parental responsibility ○ Partnerships among families and the government ○ Prevention ○ Protection • Safeguarding Vulnerable Groups (NI) Order 2007 (as amended) <ul style="list-style-type: none"> ○ minimise the risk of harm posed to children and vulnerable adults – robust recruitment, selecting and training of those who work with children • Co-operating to Safeguard Children and Young People in Northern Ireland (Department of Health 2024) <ul style="list-style-type: none"> ○ Roles and responsibilities of key agencies ○ Preventative and early intervention measures contributing to safeguarding children and young people ○ Engaging and involving families, children and young people • Childminding and Day Care for Children under age 12 Minimum Standards (Department of Health, updated 2018) <ul style="list-style-type: none"> ○ Standard 1 = Children are safeguarded through systems and practices that are consistent with the Regional Child Protection Policies and Procedures. ○ In any setting working with children, all staff have the responsibility to report suspected or actual child abuse or neglect. ○ All staff must have training to safeguard and protect children. ○ Parents are made aware of setting’s procedures for safeguarding and child protection. ○ There is a written policy and procedures for intimate/personal care. ○ There is a written policy on the use of ICT e.g. mobile phones which staff agree and sign when hired. ○ Parents give written permission for their children to be photographed. ○ Children are only to be collected from the setting by parents or by persons authorised by their parents to do so. |

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| | <ul style="list-style-type: none"> ○ A designated child protection officer must be available for staff during hours of service for advice and support. ○ A whistle blowing policy is in place encouraging staff to report and concerns they have. |
| <p>2. Understand the roles of different agencies in safeguarding children.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Explore various agencies and their roles in safeguarding children. ● Avail of Section 3 of Co-operating-to-Safeguard-Children-and-Young-People.pdf for a comprehensive overview of relevant agencies: <ul style="list-style-type: none"> ○ PSNI ○ A local Health and Social Care Trust ○ NSPCC including Childline ○ Barnardo’s |
| <p>3. Be aware of legislation, guidelines, policies and procedures in relation to e-safety.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Using a summary of the UN Convention on the rights of the child 1989, outline key articles relevant to E safety <ul style="list-style-type: none"> ○ Article 13 Freedom of Expression ○ Article 16 Right to Privacy ○ Article 17 Access to Information ○ Article 19 Protection from Violence and Abuse ○ Article 30 for Sexual Exploitation and Abuse ● Explore school’s policies in relation to E-Safety ● Guidelines for safe use of each of the following: <ul style="list-style-type: none"> ○ Internet ○ Mobile phones ○ Social networking and gaming ○ Laptop and tablets <p>Can use the Safeguarding Board NI guidance Online Safety Hub - Safeguarding Board for Northern Ireland and NSPCC guidance Children and technology: Age-appropriate usage advice NSPCC</p> |
| <p>4. Be aware of different types of child abuse, its impact and appropriate reporting procedures.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Concept of abuse ● Identify types of abuse ● Identify what does the abuse involve. ● Explore what is the impact of the abuse ● Identify signs of the abuse <p>Types of abuse that may be covered:</p> <ul style="list-style-type: none"> ● Physical abuse ● Emotional abuse ● Sexual abuse ● Neglect ● Exploitation ● Ill-treatment of another or abusive behaviour directed at another. <ul style="list-style-type: none"> ● Identify the impacts of abuse on the health of the child and their development. <p>Some impacts may include:</p> <ul style="list-style-type: none"> ○ Cognitive impacts e.g. brain development ○ physical health e.g. taking risks, causing harm, using drugs and alcohol |

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| | <ul style="list-style-type: none"> ○ behavioural and social impacts e.g. breaking the law, running away from home, getting into dangerous relationships ○ Emotional impacts e.g. a higher chance of having mental health problems such as depression • Concept of confidentiality • Explore circumstances in which it may be appropriate to share information with others include those where welfare issues are involved <ul style="list-style-type: none"> ○ e.g. when required to do so by police / court ○ concerns arise due to unexplained physical harm or a significant change in a child's behaviour ○ when a disclosure of abuse is made by children / adults ○ • Concept of whistleblowing or 'making a disclosure' • Explore scenarios, identifying if whistleblowing should be used. • Explore scenarios where abuse of a child is suspected. • Identify actions to take if abuse of a child is suspected. <ul style="list-style-type: none"> ○ Receive information ○ Reassure the child ○ Respond to the child ○ Report information to designated person ○ Record all vital information |
| <p>5. Be aware of own responsibilities for safeguarding children.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of responsibilities and accountabilities <p>Some may include:</p> <ul style="list-style-type: none"> ○ Practitioner or volunteer needs to be alert to the signs and symptoms of abuse; know how to record and report safeguarding concerns; and how to escalate concerns if necessary. ○ Practitioners or volunteer should know what to do if a child tells them they are being abused or neglected, including understanding they should never promise a child that they will not tell anyone else about a report or disclosure of abuse. ○ Practitioners or volunteers need to undergo an Access NI check prior to working in an early years setting and should complete safeguarding training prior to working directly with children. ○ Practitioner or volunteer needs to be alert to the signs and symptoms of abuse; know how to record and report safeguarding concerns; and how to escalate concerns if necessary. ○ Practitioners or volunteer should know what to do if a child tells them they are being abused or neglected, including understanding they should never promise a child that they will not tell anyone else about a report or disclosure of abuse. ○ Practitioners or volunteers need to undergo an Access NI check prior to working in an early years setting and should complete safeguarding training prior to working directly with children. |

10.3 Baby and Young Children Care

| Title | Baby and Young Children Care |
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| Level | Two |
| Credit Value | 3 |
| Guided Learning Hours (GLH) | 24 |
| OCN NI Unit Code | CBE919 |
| Unit Reference No | M/618/2534 |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of the knowledge and skills required to care for babies and young children. | |
| Learning Outcomes | Assessment Criteria |
| 1. Know why it is important to maintain hygiene for babies and young children. | 1.1. Explain why it is important to maintain hygiene for babies and young children. |
| 2. Be able to bath a baby. | 2.1. Identify and locate the equipment and personal care products required for bathing a baby. 2.2. Identify a suitable safe and stable location for a baby bath. 2.3. Demonstrate how to bath a baby using correct: a) amount and temperature of water b) techniques to support the baby safely c) techniques to lather, rinse and pat baby dry |
| 3. Be able to feed babies and young children. | 3.1. Explain why it is important to sterilise feeding equipment for babies. 3.2. Demonstrate the method of sterilising feeding equipment and preparing bottle feeds. 3.3. Demonstrate how to bottle-feed and wind a baby correctly. 3.4. Demonstrate the use of appropriate safety and hygiene procedures when feeding young children. |
| 4. Know how to support babies and young children with their rest and sleep routines. | 4.1. Describe why adequate sleep and rest is required for babies and young children according to their age and stage of development. 4.2. Describe how sleep and rest provision is maintained in an early years setting. 4.3. Demonstrate the care routine appropriate to the age and needs of a young child to support rest and sleep routines including safe sleeping for baby. 4.4. Identify equipment that may be used to aid sleep and rest for a baby and a young child. 4.5. Explain the different safety symbols on equipment identified in AC4.4 and outline the meaning of each. |
| 5. Be able to carry out care routines for babies and young children. | 5.1. Describe how to maintain effective infection control practices when carrying out care routines. 5.2. Carry out the following ensuring all hygiene procedures are followed: a) nappy changing procedures b) potty/toilet training c) care of skin, teeth and hair |

Assessment Guidance
NOS:
SCDCCLD0312 – Implement positive environments for babies and children
SCDCCLD0314 – Promote the care of babies and children

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

| Assessment Method | Definition | Possible Content |
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| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Baby and Young Children Care |
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| <p>1. Know why it is important to maintain hygiene for babies and young children.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understanding the importance of maintaining hygiene for babies and young children should include: <ul style="list-style-type: none"> ○ Prevents the spread of infection - Babies and young children have developing immune systems, making them more vulnerable to illnesses. Good hygiene helps stop the spread of harmful germs and bacteria, reducing the risk of infections like colds, flu, and stomach bugs. ○ Supports healthy development - A clean environment helps children grow and thrive. When children are healthy, they can focus on learning, playing, and developing physically, emotionally, and socially. ○ Promotes comfort and wellbeing - Cleanliness helps children feel comfortable. For example, regular nappy changes and clean clothing prevent skin irritation and discomfort. ○ Teaches good habits - By maintaining hygiene, adults' model positive behaviours. Children begin to learn the importance of washing hands, brushing teeth, and keeping clean skills they carry into later life. |
| <p>2. Be able to bath a baby.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understanding of the equipment and personal care products required for bathing a baby. • Understanding of the following items: <ul style="list-style-type: none"> ○ Baby bath or clean basin – A small, safe tub designed for infant use. ○ Bath thermometer – To check water temperature (ideal is around 37°C). ○ Soft washcloths or sponges – For gentle cleaning of baby's skin. ○ Towels (preferably hooded) – To dry and keep the baby warm after the bath. ○ Changing mat or clean surface – For drying and dressing the baby. ○ Clean clothes and nappy – Ready for after the bath. ○ Cotton wool balls or pads – For cleaning delicate areas like eyes and face. ○ Mild baby soap or body wash – Specifically formulated for sensitive baby skin. ○ Baby shampoo – Tear-free and gentle on the scalp. ○ Baby lotion or moisturiser – Optional, for dry skin or after-bath care. ○ Barrier cream – To protect the nappy area if needed. ○ Baby oil – Optional, for massage or dry patches. • Concept of safe and stable. • Understanding when bathing a baby, it is important to choose a location that is: <ul style="list-style-type: none"> ○ Away from hazards such as electrical sockets, sharp objects, or hot surfaces. ○ Non-slip flooring or a non-slip mat should be used to prevent accidents. |

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| | <ul style="list-style-type: none"> • The baby bath should be placed on a flat, sturdy surface such as: <ul style="list-style-type: none"> ○ A changing table with a built-in bath ○ A kitchen or bathroom counter (if at a comfortable height and safe) ○ A bath stand designed for baby baths ○ There should be easy access to all equipment and warm towels nearby. • Demonstration of how to bath a baby must include: • Correct Amount and Temperature of Water <ul style="list-style-type: none"> ○ Amount: Fill the baby bath with just enough water to cover the baby’s legs and lower torso ○ Temperature: Use a bath thermometer to ensure the water is around 37°C (98.6°F) – body temperature. Always test with your elbow or wrist if a thermometer is not available. • Technique to support the baby safely: <ul style="list-style-type: none"> ○ Hold the baby securely with one arm supporting the head, neck, and shoulders. ○ Use the other hand to wash the baby. ○ The baby’s head should be above water at all times. ○ Ensure a firm grip, especially when the baby is wet and slippery. ○ Keep the baby’s face away from the water and maintain eye contact to reassure them. • Technique to lather, rinse and pat baby dry: <ul style="list-style-type: none"> ○ Use a small amount of mild baby soap on a soft cloth or hand. ○ Gently clean from top to bottom, starting with the face, then neck, arms, chest, legs, and finally the nappy area. ○ Use a jug or hand to gently pour clean water over the baby to rinse off soap. ○ Lift the baby out of the bath securely. ○ Wrap in a warm, soft towel immediately. ○ Pat dry gently, especially in creases (neck, armpits, groin). |
| <p>3. Be able to feed babies and young children.</p> | <p>Scope A useful resource - Brand new publication from PHA - Bottlefeeding.pdf</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of sterilizing feeding equipment • Understanding of the importance of sterilising can include: <ul style="list-style-type: none"> ○ Babies' immune systems are not as strong as an adult's, making them more susceptible to harmful bacteria and viruses. ○ Bacteria can easily grow in milk, even breast milk, making bottles a breeding ground for germs that can cause illness. Sterilising removes these bacteria, reducing the risk of infections like diarrhoea and vomiting which could harm the baby. • Identify how to sterilise feeding equipment and preparing bottle feeds. • Before sterilising - wash all bottles, teats, rings, caps, and discs in hot, soapy water, ensuring they are clean and free of milk residue. • How to sterilise baby feeding equipment <ul style="list-style-type: none"> ○ These include cold water sterilising solution, steam sterilising and boiling. |

- **Cold water sterilising solution**
- Follow the manufacturer's instructions.
- Leave feeding equipment in the sterilising solution for at least 30 minutes.
- Change the sterilising solution every 24 hours.
- Make sure there are no air bubbles trapped in the bottles or teats when putting them in the sterilising solution.
- Your steriliser should have a floating cover or a plunger to keep all the equipment under the solution.

- **Steam sterilising (electric steriliser or microwave)**
- It's important to follow the manufacturer's instructions, as there are several different types of sterilisers.

- **Sterilising by boiling**
 - Make sure the items you want to sterilise in this way are safe to boil.
 - Boil the feeding equipment in a large pan of water for at least 10 minutes, making sure it all stays under the surface.
 - Set a timer so you do not forget to turn the heat off.
 - Remember that teats tend to get damaged faster with this method. Regularly check that teats and bottles are not torn, cracked or damaged.

- To make up the feed mix - use the following link to help - <https://www.nhs.uk/baby/breastfeeding-and-bottle-feeding/bottle-feeding/making-up-baby-formula/>

- Identify how to bottle feed
 - Prepare your position: Sit comfortably with the baby held close in a semi-upright position.
 - Initiate feeding: Gently brush the teat against the baby's lips until they open their mouth.
 - Control milk flow: Hold the bottle horizontally, ensuring the milk covers the tip of the teat, to prevent your baby from swallowing air. When the baby pauses, lower the bottle to stop the milk flow.
 - Continue feeding: When the baby is ready to feed again, tilt the bottle back to a horizontal position.
 - Recognise fullness: Look for cues like turning their head away, spitting out the teat, or dribbling milk, and stop when the baby is full.

- Identify how to wind a baby
 - Support the baby: Hold the baby upright with their chin resting on your shoulder or sit them on your lap facing away from you. Ensure you are supporting their head and jaw, avoiding pressure on the throat.
 - Pat or rub their back: With the free hand, gently rub or pat their back.
 - Be patient: Allow the baby time to release any trapped wind

- Understanding of safety and hygiene procedures with feeding children.
- Examples may include:
 - Wash hands
 - If unwell, don't prepare food or bottles

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| | <ul style="list-style-type: none"> ○ Clean surfaces, equipment and utensils ○ Check temperature to ensure it has cooled ○ Safe seating to prevent choking and falls ○ Supervision |
| <p>4. Know how to support babies and young children with their rest and sleep routines.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understanding of the importance of sleep throughout childhood. • Understanding of the importance of sleep for newborns and infants (0-11 months): <ul style="list-style-type: none"> ○ Rapid Brain Development: Sleep is essential for forming new neural connections and developing foundational cognitive functions, including memory and language. ○ Physical Growth: The majority of human growth hormone is released during sleep, which is critical for a baby's physical development. ○ Sleep Patterns: Newborns sleep in cycles for many hours a day, with active and quiet sleep stages. As they grow, their sleep patterns shift, with more sleep occurring at night to facilitate the development of a consistent internal clock. • Understanding of the importance of sleep for Toddlers and Young Children (1-5 years): <ul style="list-style-type: none"> ○ Memory and Learning: Sleep helps consolidate the vast amount of information and experiences a child gathers during the day, preparing the brain for future learning. ○ Attention and Behaviour: Adequate sleep supports better attention spans and helps regulate emotions, reducing irritability and promoting positive behaviour. ○ Immune System Boost: Sleep helps build a strong immune system, protecting children from illness and allowing their bodies to fight off infections. • Understanding of the consequences of Insufficient Sleep • When children don't get enough sleep, they may experience: <ul style="list-style-type: none"> ○ Mood changes: Increased irritability, fussiness, and mood swings. ○ Cognitive issues: Difficulty paying attention, poor memory, and impaired learning. ○ Physical problems: A weakened immune system, making them more susceptible to sickness. ○ Behavioural challenges: Increased hyperactive and inattentive behaviours. • Understanding of sleep and rest provision • Use the following resource to help understanding of how early years settings ensure sleep - https://www.lullabytrust.org.uk/wp-content/uploads/2025/02/Safer-sleep-awareness-for-early-years-settings-booklet.pdf including: <ul style="list-style-type: none"> ○ Sleeping place ○ Sleeping position ○ Temperature ○ Mattresses ○ Bedding ○ Clear cot ○ Pods and Nests ○ Smoking ○ Dummies |

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| | <ul style="list-style-type: none"> ○ Sleep supervision ○ Swaddling <ul style="list-style-type: none"> • Identify Equipment used to aid sleep for babies and young children Some examples may include: <ul style="list-style-type: none"> ○ Cot ○ Sleeping bag ○ White noise ○ Books • Identify safety symbols on sleep aids and their meaning • The following link provides https://www.gov.uk/guidance/child-safety-baby-sleep-products - some examples may include: <ul style="list-style-type: none"> ○ CE Mark ○ BS EN 716 Certification ○ Warning ○ Caution ○ Fire safety ○ Age suitability ○ No sharp edges symbol ○ Do not use is damaged symbol |
| <p>5. Be able to carry out care routines for babies and young children.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understanding of infection control and its importance <ul style="list-style-type: none"> ○ Young children are particularly susceptible to infections due to their developing immune systems and frequent close contact with others. ○ Early years settings have many shared surfaces, toys, and items that can easily become contaminated with germs. ○ Controlling infections protects not only the children but also the staff and the wider community. <p>Use the following relevant source to understand how to carry out the following ensuring all hygiene procedures are followed:</p> <ol style="list-style-type: none"> a) nappy changing procedures b) potty/toilet training c) care of skin, teeth and hair <p>https://www.niinfectioncontrolmanual.net/wp-content/uploads/2024/03/Nurseries-infection-prevention-booklet-01_24-Final.pdf</p> |

10.4 Child Development – Birth to 5 Years

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| Title | Child Development – Birth to 5 Years | |
| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBE920 | |
| Unit Reference No | T/618/2535 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how a child develops from birth to 5 years. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Understand how a child's development from birth to 5 years may be measured and the factors that influence it. | 1.1. Explain the stages and key milestones of a child's development from birth to 5 years and how they may be measured including: <ol style="list-style-type: none"> physical cognitive language and communication social emotional and behavioural 1.2. Describe the actions that should be taken if milestones are not met. 1.3. Describe the key factors which may influence a child's development including those factors which may impact on a child with disabilities and special educational needs. | |
| 2. Know how to support and promote the development of children from birth to 5 years. | 2.1. Describe how to support and promote the development of children from birth to 5 years. | |
| Assessment Guidance NOS: SCDCCLD0314 – Promote the care of babies and children SCDCCLD0307 – Promote the health and physical development of children | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Child Development – Birth to 5 Years |
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| <p>1. Understand how a child’s development from birth to 5 years may be measured and the factors that influence it.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of 5 key areas of development • Physical (fine and gross motor) <ul style="list-style-type: none"> ○ fine motor skills - include hand-eye coordination e.g. sewing, threading, writing. Children’s hands develop in strength and movement; this is called fine manipulative movements. ○ gross motor skills - big movements – walking, throwing, jumping, climbing, etc. when children learn to be mobile. can be called locomotive movements. they also involve balance and coordination. • Cognitive <ul style="list-style-type: none"> ○ cognitive development is linked to imagination, problem solving and understanding colours, shapes, etc. ○ called perception • Social <ul style="list-style-type: none"> ○ relationships with other people. ○ friendship with others but also the skills to maintain relationships. ○ e.g. being thoughtful, cooperative, being part of a group • Communication and language <ul style="list-style-type: none"> ○ able to understand what others say, being able to speak and make yourself understood. ○ able to read and write. • Emotional and behavioural <ul style="list-style-type: none"> ○ how children develop feelings and concern for others. ○ how children learn to express themselves, emotions like anger, excitement, fear, etc. and how they control these emotions. ○ how people see themselves (self-concept) and how we value ourselves (self-esteem). • 0-6 months <ul style="list-style-type: none"> ○ gross motor - moves head from side to side, can roll over onto front ○ fine motor - is interested in watching hands, can hold a rattle, can reach out for a small toy ○ cognitive - freezes on hearing a soft sound, is more alert recognises voices ○ communication and language - makes cooing sounds, smiles on hearing a familiar voice ○ emotional, behavioural and social - stares at a human with interest, enjoys being held, indiscriminate attachments • 6-12 months <ul style="list-style-type: none"> ○ gross motor - can set up unsupported, can pull up to a standing position ○ fine motor - use the pincer grasp, points to objects using index finger ○ cognitive - looks for things out of sight, will repeat actions ○ communication and language - understands the word no, show signs of recognising own name ○ emotional, behavioural and social - crying if held by someone they do not know, distress if cannot see primary caregiver, copies gestures |

- 12-18 months
 - gross motor - can crawl upstairs, can squat down and pick things up
 - fine motor - uses pincer grasp to pick up small objects, can feed self easily with spoon
 - cognitive - explores objects by putting them in their mouth, are curious about objects and how they work
 - communication and language - communicates by pointing, has up to 6 words, understands simple requests example get shoes
 - emotional, behavioural and social - play alone, insists on immediate attention, can copy adults

- 18-24 months
 - gross motor - can run, can use sit and ride toys
 - fine motor - can draw dots and circles, can put on velcro shoes
 - cognitive - recognise itself in mirror, can remember things that happened in the past
 - communication and language - can have up to 50 words, use two worded sentences
 - emotional, behavioural and social - tantrums are common, can be distracted easily, parallel plays

- 2-3 years
 - gross motor - can kick a large ball, can steer and pedal a tricycle
 - fine motor – holds pencil using tripod grass, establishes a hand preference
 - cognitive - can point to a photo of self, can complete a puzzle with 12 pieces
 - communication and language - can have up to 200 words, asks simple questions, speech is clear
 - emotional, behavioural and social - plays alongside other children, jealous of other children gaining adults attention, starts to take turns and share

- 3-4 years
 - gross motor - can walk along a line, can kick a ball with some force, can ride a tricycle
 - fine motor - can button and on button clothes, it's with a knife and fork, can thread beads
 - cognitive - can recognise and name primary colours, arranges objects into categories
 - communication and language - uses questions to gain attention, fluent speech
 - emotional, behavioural and social - can cope with separation from primary caregiver, begins to play with others

- 4-5 years
 - gross motor - can run and avoid obstacles, can throw a large ball
 - fine motor - can form letters, writes own name
 - cognitive - can count accurately up to 10, can understand the need for rules
 - communication and language - uses complex sentences, uses language to argue
 - emotional, behavioural and social - close friendships develop, behaviour is mostly cooperative

- identify actions to take to meet milestones
- the use of documented monitoring and observations in order to build an evidence base

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| | <ul style="list-style-type: none"> • discussion with parent(s) to encourage a referral via GP or health visitor, to specialist services, such as speech and language therapy, physiotherapy or social services. • early years practitioners are in a perfect position to see and track how all children in their care play, learn, speak, act and move alongside others of their age; however, it is never their role to make or suggest a diagnosis for any child. <p>Useful resource:</p> <ul style="list-style-type: none"> • https://www.publichealth.hscni.net/sites/default/files/2019-05/Healthy%20Child%20Healthy%20Future%20Speech%20and%20Language%20Booklet%202019.pdf |
| <p>2. Know how to support and promote the development of children from birth to 5 years.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • identify aspects of development not met in scenarios: • environmental factors e.g. homelessness, • poor housing conditions, noisy neighbours, pollution etc. • physical factors e.g. genetic conditions, sensory disabilities, physical disabilities, illness and disease, diet and nutrition, physical activities/exercise • social and emotional factors e.g. gender stereotypes, family circumstance, parenting style, abuse or neglect <ul style="list-style-type: none"> • apply knowledge of milestones and key areas of develop to know how to meet needs of children. |

10.5 Children's Social and Emotional Development

| Title | Children's Social and Emotional Development | |
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| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBE921 | |
| Unit Reference No | A/618/2536 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand children's social and emotional development. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Understand the social and emotional development of children. | 1.1. Explain the social and emotional development of children and how they relate to other areas of development. | |
| 2. Understand the needs and requirements for children's social and emotional development and how they may be met. | 2.1. Describe using two examples the needs and requirements for children's social and emotional development and how they may be met. | |
| 3. Understand how to provide activities and intervention strategies to support a child's social and emotional development. | 3.1. Describe using two examples activities and intervention strategies which support the social and emotional development of children. | |
| 4. Understand the role of play in helping to promote children's social and emotional development. | 4.1. Explain how play helps promote children's social and emotional development. | |
| Assessment Guidance | | |
| NOS: SCDCCLD0308 - Promote children's well-being and resilience | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Children's Social and Emotional Development |
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| <p>1. Understand the social and emotional development of children.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Identify the social and emotional development of children at 6 stages: <ul style="list-style-type: none"> ○ 0-6 months ○ 6-12 months ○ 12-18 months ○ 18-24 months ○ 2-3 years ○ 3-4 years ○ 4-5 years • 0-6 months <ul style="list-style-type: none"> ○ Stares at human faces with interest ○ Starts to cry and responds to smiles ○ Enjoys being held • 6-12 months <ul style="list-style-type: none"> ○ First signs of attachment are shown example cries if held by people they do not know ○ Separation anxiety ○ Copies gestures of others • 12-18 months <ul style="list-style-type: none"> ○ Plays alone but enjoys being near adults ○ Insists on immediate attention ○ Copies adult actions • 18-24 months <ul style="list-style-type: none"> ○ Cannot wait for needs to be met - tantrums are common ○ Parallel plays with other children ○ Not able to share toys • 2-3 years <ul style="list-style-type: none"> ○ Plays alongside other children ○ Copies other children's actions ○ Responds well to adult praise ○ Starts to take turns • 3-4 years <ul style="list-style-type: none"> ○ Can cope with separation from primary caregiver ○ Shows clear friendship preferences • 4-5 years <ul style="list-style-type: none"> ○ Able to understand the need for rules ○ Close friendships develop ○ Separate easily from parents |
| <p>2. Understand the needs and requirements for children's social and emotional development and how they may be met</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Identify social and emotional needs and how adults can respond positively to the children's social and emotional needs • To feel safe and secure |

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| | <ul style="list-style-type: none"> ○ Be present and engaged with the children ○ Watch the children as they play ○ Comment on what children are doing ○ Stick to a daily routine as much as possible ○ Be consistent about limits and boundaries ○ Say what you mean and mean what you say – every time ○ Instead of calling across the room, move close to a child and get on their level <ul style="list-style-type: none"> ● To feel worthy and loved <ul style="list-style-type: none"> ○ Connect with children when they arrive and depart ○ Use children’s names frequently ○ Notice all the children, even the quiet ones ○ Play with the children ○ Listen to the children and respond patiently ○ Talk to children about what they do well ○ Smile <ul style="list-style-type: none"> ● To feel acknowledged and understood <ul style="list-style-type: none"> ○ Try to understand what children are saying ○ Help children understand one another ○ Put children’s feelings into words for them, when they cannot ○ Acknowledge feelings before you redirect, state a rule, or give advice ○ Accept all feelings, even when you can’t accept the behaviour ○ Recognise a child’s positive intent (“I know you were trying to find the words”) <ul style="list-style-type: none"> ● To feel noticed and receive attention <ul style="list-style-type: none"> ○ Recognise and comment on positive behaviour ○ Redirect negative behaviour ○ Acknowledge children when they try hard ○ Acknowledge accomplishments ○ Let children be helpers ○ Smile and make eye contact <ul style="list-style-type: none"> ● To feel a sense of control and predictability <ul style="list-style-type: none"> ○ Stick to a daily routine as much as possible ○ Use loving rituals to give a familiar feeling to what children do each day ○ Warn children before transitions ○ Use consistent music to mark transitions or certain activities ○ Give children choices whenever possible ○ Teach children that some things are “mandatory” and some are “optional” ○ Be consistent in your caregiving ○ Consistently remind children about limits and expectations; they should be the same every day ○ Limit multiple changes all at once, or be sensitive if they are necessary ○ Keep children with adults they know and trust <ul style="list-style-type: none"> ● To understand and be able to manage upset feelings <ul style="list-style-type: none"> ○ Remember that upset children are saying, “I don’t know what to do with my feelings!” ○ Stay with upset children and comfort them ○ If you can’t stay with upset children, frequently remind them that you are still aware of them |
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| | <ul style="list-style-type: none"> ○ Hold children if it helps soothe them ○ Put children’s feelings into words for them: label and validate them ○ Grasp opportunities to teach children that feelings sometimes change ○ Help children move on to new activities when they’ve recovered ○ Respect children’s self-soothing techniques, unless they present a danger <ul style="list-style-type: none"> ● To feel powerful and independent <ul style="list-style-type: none"> ○ Give children choices whenever possible ○ Let children do as much as possible by themselves ○ Share the power: let children make some decisions ○ Help children by providing just enough support, but not too much ○ Approach problems as opportunities (“how can we solve this problem?”) <ul style="list-style-type: none"> ● To feel safe and stimulated in the environment <ul style="list-style-type: none"> ○ Tell children interesting facts they may not know ○ Play with children and give them new ideas for play ○ Help children explore new objects, people, and surroundings ○ Welcome children back when they need to touch base with you ○ Structure your classroom to help children focus <ul style="list-style-type: none"> ● To feel competent <ul style="list-style-type: none"> ○ Teach children in a way that encourages them to make discoveries on their own ○ Praise and encourage efforts, even those that are unsuccessful ○ Give children tasks that are a little bit hard, but that they can succeed at ○ Provide children with toys and activities that are at, or slightly above, their level of ability ○ Help children with very complicated tasks by doing all but the last steps for them <ul style="list-style-type: none"> ● To have mutually enjoyable relationships and feel like they belong <ul style="list-style-type: none"> ○ Help children join other children in play ○ Help children work and play together cooperatively ○ Help children communicate with one another, giving them words when necessary ○ Teach children about the feelings of others, so they learn empathy ○ Help children learn to work through conflicts ○ Be a role model by responding sensitively to children’s feelings and needs ○ Use puppets to role-play cooperation, friendship, turn-taking, and sharing ○ Comment on friendly behaviour and deliberately model it yourself |
| <p>3. Understand how to provide activities and intervention strategies to</p> | <p>Scope</p> <p>Teaching will cover:</p> |

support a child's social and emotional development.

- Exploring activities and intervention strategies to support a child's social and emotional development
- **2-year-olds**
 - **Name their emotions for them** in the form of questions - "Are you feeling upset because the toy broke?"
 - **Offer comfort, not correction, during meltdowns.** Kids need to know we can handle their big feelings, and just like us, they won't remember a lesson someone tries to teach them when they're feeling overwhelmed.
 - **Use books and toys to talk about feelings.** These don't have to be special books—just pause during pivotal moments in any story, wonder aloud what the character might be feeling, and offer a hypothesis from a feelings list.
 - **Model calm behaviour during stressful moments,** like saying aloud: "I'm feeling really overwhelmed. I'm going to take a deep breath. Would you like to take one with me?"
 - **Encourage them to try new emotion regulation strategies** of their own and celebrate their effort.
- **3-year-olds**
 - **Help them label feelings** in themselves and others. Make sure to use real feelings words, not "fake" feelings like "I feel like you never clean up your toys."
 - **Discuss strategies** with the child that they think might help them to re-regulate when they feel upset, like taking deep breaths, getting a hug, or squeezing a toy.
 - **Use pretend play to explore emotions and social roles.** This can be a great chance for you to learn about their feelings if they don't say anything when you ask direct questions.
- **4-year-olds**
 - **Create opportunities for cooperative play** with peers, staying close if the child needs support during play.
 - **Use emotion-rich vocabulary** in everyday conversations ("I'm feeling disappointed that our meet-up got cancelled,")
 - **Validate their feelings** when they're having a hard time. They need to be understood by you before they can consider your perspective and needs.
 - **Encourage problem-solving:** "What could you do when you feel frustrated?"
 - **Role-play challenging social scenarios** to help the child know what to expect.
 - Give them **meaningful responsibilities** and acknowledge their contributions.
- **5-year-olds**
 - **Have regular discussions about emotions and relationships.** When children have friend disagreements, create space to hear their feelings and needs, and try to hypothesise what might have been the other child's feelings and needs.
 - **Use collaborative problem-solving:** "Let's figure out what to do about this together."
 - **Create opportunities for structured group play** with gradually decreasing adult supervision. Try to be in the next

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| | <p>room rather than hovering over them and just step closer when you hear difficulties arise.</p> <ul style="list-style-type: none"> ○ Practice perspective-taking: For e.g.: "How do you think your friend felt when that happened?" |
| <p>4. Understand the role of play in helping to promote children's social and emotional development.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Identify ways play can develop social skills: Some examples of how play can help children develop their social skills: <ul style="list-style-type: none"> ○ Listening ○ Paying attention ○ Sharing play ○ Share ideas ○ Negotiating ○ Compromising ○ Independence ○ Promotes creativity and imagination • Identify ways play can develop emotional skills: Some examples of how play can help children develop their emotional skills: <ul style="list-style-type: none"> ○ Resilience ○ Self-esteem ○ Self-confidence ○ Reduced anxiety ○ Self-worth ○ Understanding winning and losing ○ Exploring feelings ○ Self-expression ○ Empathy ○ Understanding the world they live in ○ Problem solving |

10.6 Creative Activities for Children's Development

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| Title | Creative Activities for Children's Development | |
| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBE922 | |
| Unit Reference No | M/618/2548 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to know the importance of creative development activities and be able to plan, deliver and evaluate a creative activity for children. | | |
| Learning Outcomes | | Assessment Criteria |
| 1. Know the importance of creative development for children. | | 1.1. Explain why creative development is important to children's learning. |
| 2. Know the activities that support creative development. | | 2.1. Describe two different activities that will support children's creative development and their benefits. |
| 3. Be able to plan, deliver and evaluate a creative activity for young children. | | 3.1. Plan and deliver a creative activity for children of a given age taking into account health and safety requirements. 3.2. Evaluate the creative activity in AC3.1 identifying the benefits to the children and possible areas for improvement. |
| Assessment Guidance | | |
| NOS: SCDCCLD0206 – Support children's learning through play | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Creative Activities for Children’s Development |
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| <p>1. Know the importance of creative development for children.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of creative development • Understanding of how creative development supports children’s overall learning: • Connecting creativity to language and literacy skills <ul style="list-style-type: none"> ○ When children engage in creative play, they're not just drawing or building; they're telling stories. When acting out a scene with puppets or constructing an elaborate block castle they're constantly using and expanding their language skills, describing their creations, negotiating roles, and vocalising narratives. ○ This imaginative dialogue directly feeds into vocabulary acquisition, sentence structure development, and even early literacy skills as they begin to connect spoken words with their symbolic representations in play. ○ They're practicing storytelling, which is a precursor to reading comprehension and written expression • Creative play's impact on physical development <ul style="list-style-type: none"> ○ Creative activities are incredibly hands-on, making them powerful drivers of physical development developing both their fine motor skills and gross motor skills. For eg: squishing playdough, painting with large arm movements, dancing freely to music, or manipulating small collage materials, ○ These actions strengthen muscles, improve hand-eye coordination, and enhance dexterity—all essential for tasks like writing, self-feeding, and navigating their environment. ○ The diverse movements involved in creative expression contribute significantly to their overall physical competence and body awareness. • Enhancing social-emotional growth through imagination <ul style="list-style-type: none"> ○ Creativity allows children to explore complex emotions and social dynamics, enabling social-emotional growth. Through creativity - imaginative play and role-playing, they learn to understand others and different perspectives, practice empathy, and navigate social interactions. ○ They become social, sharing materials, negotiate ideas, and collaborate on projects, which builds essential cooperation and problem-solving skills. When a child expresses themselves through art or movement, it also boosts their self-esteem and confidence, giving them a powerful outlet for emotions and a strong sense of personal accomplishment. |
| <p>2. Know the activities that support creative development.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understanding of how activities can support creative development: <ul style="list-style-type: none"> ○ What skills or areas of development it encourages such as imagination, problem-solving, fine motor skills, emotional expression. • Understanding that creative activities can be achieved through various ways: • Art & Craft Activities <ul style="list-style-type: none"> ○ Messy Play: <ul style="list-style-type: none"> ▪ Engage with materials like finger paints, mud, or sand for sensory exploration and mark-making. |

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| | <ul style="list-style-type: none"> ○ Collage and Printing: <ul style="list-style-type: none"> ▪ Create artwork using natural materials like leaves, shells, or food items such as carrots and pasta for printing and collage. ○ Junk Modelling: <ul style="list-style-type: none"> ▪ Use recycled items like cardboard tubes and boxes to build and create new objects. ○ Drawing and Painting: <ul style="list-style-type: none"> ▪ Provide children with various tools like chalk, paint, and pens to express themselves and explore colours and textures. <ul style="list-style-type: none"> ● Music, Dance & Drama <ul style="list-style-type: none"> ○ Action Songs and Nursery Rhymes: Sing along and participate in songs that involve movement and actions. ○ Musical Instruments: Make and play instruments using household items, such as shakers from plastic bottles. ○ Dancing: Encourage spontaneous movement and dancing to music. ○ Role-Play and Puppets: Use a dress-up box or make puppets to act out stories and explore different scenarios. ● Imaginative & Storytelling Activities <ul style="list-style-type: none"> ○ Story Creation: Take turns making up stories together. ○ Story Acting: Encourage children to act out scenes or characters from stories. ○ Pretend Play: Set up scenarios for pretend play, such as a shop or a play kitchen, to allow children to act out daily life. ● Sensory & Construction Activities <ul style="list-style-type: none"> ○ Damp Sand or Play Dough: Make impressions with wheels or small figures in malleable materials. ○ Mud Kitchen Play: Use a mud kitchen for sensory and imaginative outdoor play. ○ Water Play: Use water to paint on outdoor surfaces, which adds a unique sensory element. |
| <p>3. Be able to plan, deliver and evaluate a creative activity for young children.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● To develop understanding of planning an activity <ul style="list-style-type: none"> ○ Identify structure to planning an activity ○ Explore concept of learning aims – what you expect children to learn/develop ○ Identify examples of resources ○ Understand health and safety aspects to consider ○ Identify role and responsibilities to the activity ● To understand concept of evaluation ● To explore positive aspects of the activity? Considering the following: <ul style="list-style-type: none"> ○ Children’s engagement and enjoyment ○ Smooth running of the activity ○ Use of resources ○ Their own delivery and interaction ● To explore the benefits of the activity to the children linked to learning outcome 1 including: <ul style="list-style-type: none"> ○ Communication and language ○ Physical development (fine/gross motor skills) ○ Social and emotional development ○ Cognitive development ● To explore ways to improve on the activity including: <ul style="list-style-type: none"> ○ Planning |

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| | <ul style="list-style-type: none">○ Resources○ Group size or timing○ Their own role |
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10.7 Developing Language and Communication Skills in Children

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| Title | Developing Language and Communication Skills in Children | |
| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBE923 | |
| Unit Reference No | T/618/2549 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how language and communication skills develop in children. | | |
| Learning Outcomes | | Assessment Criteria |
| 1. Understand how language and communication development impacts on overall child development for a child from birth to 5 years. | 1.1. Explain the key stages of language and communication development in a child from birth to 5 years. 1.2. Outline how language and communication development may impact other aspects of a child's development. | |
| 2. Understand the role of childcare workers and other professionals in promoting language skills. | 2.1. Explain the role of childcare workers and other professionals in promoting language skills. | |
| 3. Understand the reasons for language delay and communication difficulties in children. | 3.1. Describe using two examples the reasons for language delay and communication difficulties in children. | |
| Assessment Guidance | | |
| NOS: | | |
| <u>SCDCCLD0201 – Support effective communication</u> | | |
| <u>SCDCCLD0203 – Support the development of children and young people</u> | | |
| <u>TDASTL2 – Support children's development</u> | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Developing Language and Communication Skills in Children |
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| <p>1. Understand how language and communication development impacts on overall child development for a child from birth to 5 years.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of language and communication • Identify the key stages <ul style="list-style-type: none"> ○ Birth – 6 months ○ 6 – 12 months ○ 12 – 18 months ○ 18 – 24 months ○ 2 – 3 years ○ 4 – 5 years • Explore key aspects of language and communication development • Birth to 6 months <ul style="list-style-type: none"> ○ Turns head when hearing a familiar adult voice ○ Smiles on hearing a familiar voice ○ Makes short babbling sounds such as ‘ba’ and ‘pa’ • 6 – 12 months <ul style="list-style-type: none"> ○ Understands the word ‘no’ ○ Starts to make strings of babbling such as ‘dadadada’ or ‘mamamama’ ○ Smiles or shows signs of recognising own name and follows very simple instructions e.g. ‘wave bye-bye’ • 12 – 18 months <ul style="list-style-type: none"> ○ Many children will have around 6-10 words. These may only be understood by parents at this stage. ○ Can communicate their wishes using words and gestures. ○ Understands simple requests e.g. ‘get your shoes’. • 18 – 24 months <ul style="list-style-type: none"> ○ Copy a lot of things that they see adults doing, like saying ‘hello’ or waving goodbye. ○ Enjoy simple pretend play, such as giving dolly a drink or pretending to talk on the phone. ○ Words are starting to be joined together in 2 word sentences e.g. ‘ball gone • 2 – 3 years <ul style="list-style-type: none"> ○ Able to follow simple instructions ○ Likely to have up to 200 words, some will have more. ○ Uses simple sentences. • 3 -4 years <ul style="list-style-type: none"> ○ Speech is clear to anyone who knows the child well. ○ Enjoys books and turns pages. ○ Talks in sentences most of the time and asks questions, for example what, where, who? • 4 – 5 years <ul style="list-style-type: none"> ○ Uses complex sentences with words like ‘because’ ○ Uses questions to gain attention and for real interest, e.g. ‘why’, ‘what’, ‘how’ ○ Fluent speech at 4 years (still immature) ○ Can talk about what happened and what might happen |

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| | <ul style="list-style-type: none"> • Identify areas that language and communication development may impact <ul style="list-style-type: none"> ○ Emotional development – express feelings, facial expressions, stating how they feel, display frustrated behaviours ○ Social development – talk to others to build friendships, talk to discuss rules, to share, take turns ○ Cognitive development – knowing words helps understand new concepts, express thoughts, aid problem solving skills |
| <p>2. Understand the role of the childcare worker and other professionals in promoting language skills.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Identify professionals in promoting language skills <ul style="list-style-type: none"> ○ Speech and language therapists ○ Health visitors ○ Teachers ○ Classroom assistant ○ Early years practitioners ○ GP • Explore ways in which professionals promote language skills: <ul style="list-style-type: none"> ○ SLT - following referral, an assessment will be undertaken. ○ SLTs support children with primary speech, language and communication difficulties, such as stammering, as well as speech, language and communication difficulties that are secondary to other conditions such as learning difficulties and hearing problems. ○ They also support premature babies and infants with conditions such as cerebral palsy, cleft palate and Down syndrome from very early in life who have difficulties with drinking, swallowing and early play and communication skills. • Other ways, professionals promote language skills: <ul style="list-style-type: none"> ○ Engage in frequent conversation ○ Read regularly ○ Playing with children ○ Using descriptive language ○ Sing songs and rhymes ○ Provide opportunities for social interaction ○ Model use of good language ○ Encourage writing skills ○ Provide opportunities for role play ○ Encourage creative expression – poetry, stories, dance, drama |
| <p>3. Understand the reasons for language delay and communication difficulties in children.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of delay • Explore reasons why children may experience a language delay and communication difficulties <ul style="list-style-type: none"> ○ Hearing impairment ○ Cognitive – Dyslexia, Autism Spectrum Disorder, Learning Disability ○ Environmental deprivation and neglect such as lack of stimulation, screen time etc. |

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| | <ul style="list-style-type: none">○ Oral impairment – tongue problems○ Premature birth○ Lack of stimulation○ Excessive screen time○ Emotional or social difficulties |
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10.8 Food and Nutrition for Young Children

| Title | Food and Nutrition for Young Children | |
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| Level | Two | |
| Credit Value | 3 | |
| Guided Learning Hours (GLH) | 24 | |
| OCN NI Unit Code | CBE924 | |
| Unit Reference No | K/618/2550 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the principles of healthy eating, weaning, nutrition and infant feeding. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Understand the healthy eating principles for children from birth to 5 years. | 1.1. Explain the principles that underpin healthy eating for children from birth to 5 years. | |
| 2. Know the role of the main nutrients and their effects on a child's health and development. | 2.1. Explain how the main nutrients assist with a child's health and development. | |
| 3. Understand the importance of a healthy balanced diet, potential effects of an unbalanced diet on a child's health and common food intolerances and their effects. | 3.1. Summarise what a healthy balanced diet should contain and why it is important to a child's health. 3.2. Identify the potential negative effects of an unbalanced diet on a child's health and development. 3.3. Describe at least two common food intolerances and allergies and their potential effects on the child. | |
| 4. Understand infant feeding. | 4.1. Describe breast feeding and bottle feeding including the advantages and disadvantages of each. 4.2. Describe when an infant is ready to start weaning. 4.3. Explain the stages of weaning and foods appropriate to each stage. | |
| 5. Be able to plan menus for children in line with healthy eating guidance. | 5.1. Plan a one-week menu for a child of a given age in line with healthy eating guidance. | |
| Assessment Guidance | | |
| NOS: SCDCCLD0307 – Promote the health and physical development of children | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |

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| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Food and Nutrition for Young Children |
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| <p>1. Understand the healthy eating principles for children from birth to 5 years.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of healthy eating • Principles of healthy eating for children may include: <ul style="list-style-type: none"> ○ building healthy eating habits for children starts when solid foods are introduced ○ introducing a balance of nutrients means children will have all they need for growth and development ○ introducing a variety of tastes and textures helps to ensure good habits later in life ○ make sure children eat a balanced diet covering the main food groups ○ avoid foods and drinks high in salt, sugar and saturated fat ○ milk and water are the only drinks recommended ○ children should eat a variety of fruit and vegetables to access different vitamins and nutrients |
| <p>2. Know the role of the main nutrients and their effects on a child's health and development.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Explore the importance of key nutrients • Water: <ul style="list-style-type: none"> ○ Water helps keep your temperature normal ○ You need water to digest your food and get rid of waste. ○ Water is needed for digestive juices, urine (pee), and poop ○ Lubricates joints to keep them mobile ○ Helps the blood circulate ○ Being well hydrated improves mood, memory and attention in children ○ Helps with the production of saliva ○ Lubricates the eyes and produces tears • Carbohydrates: <ul style="list-style-type: none"> ○ Carbohydrates are the body's main source of energy ○ Children need carbohydrates to keep alert during the day and to keep their brain functioning ○ Children are very active and need a lot of energy ○ Wholegrain carbohydrates will provide fibre as well • Protein: <ul style="list-style-type: none"> ○ Protein is vital for the growth and development of every child ○ Protein helps repair and maintain vital tissues in the muscles, skin, organs, blood, hair and nails ○ Essential for the growth of all organs systems including bones and muscles • Fat: <ul style="list-style-type: none"> ○ Fat plays an important role in the development of your child's brain. ○ Fat provides a source of concentrated energy which facilitates during periods of rapid growth. ○ Fat provides the body with vitamins, A, D, E and K ○ Unsaturated fats are important for brain, nerve and eye development in infants. |

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| | <ul style="list-style-type: none"> • Vitamins: <ul style="list-style-type: none"> ○ Vitamin A - promotes normal growth and development, and healthy skin, eyes, and immune responses ○ B Vitamins - aid metabolism, energy production, and healthy circulatory and nervous systems ○ Vitamin C - is the body's tool for healing and fighting off infection, and it also strengthens tissue, muscles, and skin ○ Vitamin D - Helps the body form and maintain strong teeth and bones and helps absorb calcium • Minerals: <ul style="list-style-type: none"> ○ Iron is important for kids, especially during periods of accelerated growth ○ Iron contributes to the production of blood and the building of muscles ○ A lack of iron could result in Anaemia ○ Calcium is vital for the development and maintenance of healthy bones and teeth. Consuming inadequate amounts during childhood can affect growth and development, but it can also lead to weak and fragile bones and could result in Rickets |
| <p>3. Understand the importance of a healthy balanced diet, potential effects of an unbalanced diet on a child's health and common food intolerances and their effects.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Using guidance from the Eatwell guide to help summarise what a healthy balanced should contain <p>The Eatwell Guide shows that to have a healthy, balanced diet, people should try to:</p> <ul style="list-style-type: none"> ○ eat at least 5 portions of a variety of fruit and vegetables every day (see 5 A Day) ○ base meals on higher fibre starchy foods like potatoes, bread, rice or pasta ○ have some dairy or dairy alternatives (such as soya drinks) ○ eat some beans, pulses, fish, eggs, meat and other protein ○ choose unsaturated oils and spreads, and eat them in small amounts ○ drink plenty of fluids (at least 6 to 8 glasses a day) <ul style="list-style-type: none"> • Using previous information, explore why these points are important to a child's health <p>Certain nutrients are required for a variety of reasons. Some nutrients worth noting are:</p> <ul style="list-style-type: none"> ○ Calcium and Vitamin D: Essential for the normal growth and development of bones and teeth in children ○ Iron: Supports normal cognitive development in children ○ Produces red blood cells for transporting oxygen around the body ○ Vitamins are needed to strengthen their immune system, e.g. Vitamin C also helps heal skin ○ Omega-3 supports brain development ○ Protein: is essential during accelerated growth periods, and for the repair of the body's cells and tissues ○ Fibre is needed to prevent constipation <ul style="list-style-type: none"> • Explore the potential negative impacts of an unbalanced diet on a child's health and development: |

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| | <ul style="list-style-type: none"> ○ being underweight, overweight or obese ○ constipation or changes in bowel habits ○ high blood pressure ○ type 2 diabetes ○ being pale or lethargic ○ tooth decay ○ poor physical growth ○ behavioural problems ○ sleep issues ○ problems with emotional and psychological development ○ poor concentration or difficulties at school. ○ Anxiety ○ Mood swings <ul style="list-style-type: none"> ● Explore the difference between food intolerance and food allergy - Early Years Foundation Stage nutrition guidance from page 32 <ul style="list-style-type: none"> ● Explore common food intolerances in children: <ul style="list-style-type: none"> ○ Lactose ○ Gluten <ul style="list-style-type: none"> ● Explore common food allergens in children: <ul style="list-style-type: none"> ○ Eggs ○ Cow's milk ○ Nuts - Peanuts, walnuts, almonds, cashews and pistachios ○ Soy ○ Wheat ○ Fish ○ Shellfish ○ Sesame ○ Celery ○ Mustard <ul style="list-style-type: none"> ● Possible effects of intolerances on children: <ul style="list-style-type: none"> ○ Diarrhoea ○ Bloating ○ Wind ○ Abdominal pain/discomfort ○ Constipation ○ Nausea ○ Headaches ○ Fatigue ○ Brain fog ○ Coeliac disease (gluten) <ul style="list-style-type: none"> ● Possible effects of allergies on children: <p>Mild reaction:</p> <ul style="list-style-type: none"> ○ Hives or welts (a red, lumpy rash, like mosquito bites) ○ a tingling feeling in or around the mouth ○ stomach pain, vomiting and/or diarrhoea ○ facial swelling <p>Severe reaction:</p> <ul style="list-style-type: none"> ○ difficulty with breathing and/or noisy breathing ○ wheeze or persistent cough ○ difficulty talking or hoarse voice ○ loss of consciousness or collapse ○ becoming pale and floppy (infants/young children). ○ runny nose ○ tingling in the mouth ○ change in behaviour/mood |
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| | <ul style="list-style-type: none"> ○ trigger asthma attack (if asthmatic) ○ feeling faint ○ swelling of the face, lips, tongue and throat |
| <p>4. Understand infant feeding.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of breast and bottle feeding • Advantages of breast feeding: <ul style="list-style-type: none"> ○ Provides all essential nutrients e.g. fats, protein, carbohydrates, vitamins and minerals. ○ Boosts immunity – protects against infection and illness ○ Aids digestion ○ Improves brain development ○ Long-term health benefits ○ Cost effective ○ Forms a bond between parent and baby ○ Convenient ○ Aids postpartum recovery • Disadvantages of breast feeding: <ul style="list-style-type: none"> ○ Nipple pain and issues ○ Mastitis ○ Low milk supply ○ Infections ○ Time consuming ○ Limited freedom for the mother ○ Social challenges ○ Can limit diet choices for the mother ○ Caution to medication use • Advantages of bottle feeding: <ul style="list-style-type: none"> ○ Flexibility and convenience ○ Shared feeding between partners ○ Precise monitoring of volume consumed ○ Dietary freedom for the mother ○ Increased milk supply option • Disadvantage of bottle feeding: <ul style="list-style-type: none"> ○ Lack of antibodies – impacting baby’s immune system ○ Digestive issues ○ Cost – formula, bottles, sterilizers ○ Preparation and clean up of bottles • Concept of weaning • Signs of when a child is ready to start weaning: <ul style="list-style-type: none"> ○ Staying in a sitting position, holding their head steady ○ Coordinate their eyes, hands and mouth so they can look at their food, pick it up and put it in their mouth ○ Swallow food (rather than spit it back out) • Stages of weaning: <p>Stage 1 – Introduction of solid foods (at about 6 months):</p> <ul style="list-style-type: none"> ○ Taking foods from a spoon. ○ Moving food from the front to the back of mouth for swallowing. ○ Managing increasingly thicker purées. <p>Appropriate foods:</p> <ul style="list-style-type: none"> ○ vegetables made into purée, such as carrot, parsnip, turnip, broccoli, cauliflower, butternut squash and courgette ○ fruit made into a purée, such as banana, apple, pear, peaches, apricots, plums, melon ○ cereals such as baby rice |

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| | <p>Stage 2 - More textures and taste (between 6-9months)</p> <ul style="list-style-type: none"> ○ Move from thick purées to mashed foods, to foods with soft lumps. ○ Chewing lumps. ○ Beginning to feed themselves with soft finger foods. ○ Drinking from a beaker or cup <p>Appropriate foods:</p> <ul style="list-style-type: none"> ○ well-cooked eggs ○ porridge and breakfast cereals like Weetabix or Ready Brek ○ bread, rice and pasta ○ pasteurised cheese ○ yoghurt ○ meat, poultry, fish, peas, beans and lentils <p>Stage 3 - wider variety and family food (between 9-12 months):</p> <ul style="list-style-type: none"> ○ Lumpier textures will help with speech, chewing and increase the variety of your baby's diet in later childhood. ○ Self-feeding. ○ Drinking from a cup <p>Appropriate foods:</p> <ul style="list-style-type: none"> ○ Most family foods are now suitable without added gravies, sauces, salt or sugar ○ Wholegrains ○ Harder/crunchier foods such as raw vegetables and breadsticks |
| <p>5. Be able to plan menus for children in line with healthy eating guidance.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Identify age of child to focus on for meal planning -Early Years Foundation Stage nutrition guidance from page 23 |

10.9 Mindfulness and Reducing Anxiety in Children

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| Title | Mindfulness and Reducing Anxiety in Children | |
| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBE925 | |
| Unit Reference No | M/618/2551 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the causes and effects of stress and how mindfulness techniques may be used to address these. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Be aware of the causes and effects of stress on children. | 1.1. Explain the causes and effects of stress on children. | |
| 2. Be aware of the stages of brain development in children. | 2.1. Explain the stages of brain development in children. | |
| 3. Know the benefits of mindfulness to a child's development. | 3.1. Define what is meant by mindfulness and describe its benefits to a child's development. | |
| 4. Know how to apply mindfulness techniques to reduce stress and/or anxiety. | 4.1. Describe three different mindfulness techniques and how these may be applied with children. | |
| Assessment Guidance | | |
| NOS: SCDCCLD0325 – Support children and young people through major transitions SCDCCLD0308 – Promote children's well-being and resilience | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Mindfulness and Reducing Anxiety in Children |
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| 1. Be aware of the causes and effects of stress on children. | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of potential causes of stress on children providing examples such as: <ul style="list-style-type: none"> ○ Starting nursery ○ Moving to primary school ○ Moving class ○ Having a new teacher ○ Problems with friends/peer groups ○ Bullying ○ Birth of a sibling ○ Family bereavement ○ Separation of parents/divorce ○ Moving home/location ○ Domestic violence • Concept of effects of stress on children physically which may include: <ul style="list-style-type: none"> ○ Decreased appetite, other changes in eating habits ○ Headache ○ New or recurrent bedwetting ○ Nightmares ○ Sleep disturbances ○ Upset stomach or vague stomach pain ○ Other physical symptoms with no physical illness • Concept of effects of stress on children emotionally/socially which may include: <ul style="list-style-type: none"> ○ Anxiety ○ Worry ○ Not able to relax ○ New or recurring fears (fear of the dark, fear of being alone, fear of strangers) ○ Clinging, unwilling to let parents/guardians/adults out of sight ○ Anger ○ Crying ○ Whining ○ Not able to control emotions ○ Aggressive or stubborn behaviour ○ Withdrawal from engaging with others |
| 2. Be aware of the stages of brain development in children. | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • The four stages of brain development using Jean Piaget's 'Stages of Cognitive Development' which should include: <ul style="list-style-type: none"> ○ Sensorimotor stage: Birth to 2 Years ○ Preoperational stage: ages 2 to 7 ○ Concrete operational stage: ages 7 to 11 ○ Formal operational stage: ages 12 and up |
| 3. Know the benefits of mindfulness to a child's development. | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of mindfulness. • Benefits of mindfulness for children including: <ul style="list-style-type: none"> ○ Improving attention span ○ Aids memory function |

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| | <ul style="list-style-type: none"> ○ Aids problem solving ○ Better sleep ○ Consolidate - aiding to manage emotions e.g. manage stress, anger ○ Increases sense of well-being ○ Improves communication skills ○ Reduces stress ○ Greater awareness of emotions and feelings |
| <p>4. Know how to apply mindfulness techniques to reduce stress and/or anxiety.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Concept of mindfulness techniques which may include: <ul style="list-style-type: none"> ○ ‘Just one breath’ breathing activity ○ Create a ‘Mindful Jar’ ○ Heartbeat exercise ○ Tense and release muscle relaxation ○ Balloon belly breathing ○ Warrior pose ○ Sound meditation ○ Legs up on the wall ○ Get creative to express yourself ○ Hug it out to feel connected ○ Mindful walk, eat or listen in order to engage the senses. ○ Calming corner |

10.10 Musical Activities for Children

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| Title | Musical Activities for Children | |
| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBE926 | |
| Unit Reference No | T/618/2552 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the benefits of musical activities for young children. Learners will be required to create a musical activity or musical game. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Know the benefits of musical activities for children from birth to 5 years. | 1.1. Identify two different musical activities suitable for each of the following age groups and describe the benefits of each: a) 0-3 years b) 3-5 years | |
| 2. Know how to make musical activities or musical games that would be of benefit to young children. | 2.1. Make a musical activity or musical game for given age range. 2.2. Explain the benefits and learning opportunities associated with musical activity or musical game identified in AC2.1. | |
| Assessment Guidance | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Musical Activities for Children |
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| <p>1. Know the benefits of musical activities for children from birth to 5 years.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Understanding of how musical activities can benefit children from birth to 5 years: <p>Supports physical and motor skills development</p> <ul style="list-style-type: none"> Gross motor skills are developed through large and small muscle groups through music and movement activities Eg: Bouncing, clapping, stomping, dancing, and jumping get children moving and support physical development in children. Fine motor skills, such as playing instruments and participating in finger-play songs, are also enhanced through music and movement activities. This can lead to a stronger sense of coordination and independence. <p>Enhances language development</p> <ul style="list-style-type: none"> Phonological awareness, letter recognition, and other early literacy skills are enhanced when children engage in activities such as singing the alphabet song, clapping out syllables in words, and playing instruments. Children also learn new words and concepts when singing songs or chanting rhymes, and their listening and comprehension skills are also improved. <p>Improves social-emotional skills</p> <ul style="list-style-type: none"> Singing and dancing together help children feel connected to others and develop a sense of belonging. It also develops social skills, such as turn-taking, following rules, and sharing. The rhythmic nature of music can help to calm and focus the mind, and the physical activity of moving releases pent-up energy and tension, teaching children how to regulate their emotions. <p>Encourages creativity</p> <ul style="list-style-type: none"> Music and movement activities encourage children to be creative and use their imaginations. They can experiment with different sounds, rhythms, and movements to create unique expressions when dancing to songs or creating music with instruments. <p>Strengthens cognitive skills</p> <ul style="list-style-type: none"> Cognitive skills such as memory, categorisation, and problem-solving are strengthened through music and movement activities. For example, songs with repetition and counting can help support memory and counting skills. Children can also learn pattern awareness by detecting patterns in a song's beat, rhythm, and lyrics and categorizing similar and different sounds and instruments. |

2. Know how to make musical activities or musical games that would be of benefit to young children.

Scope

Teaching will cover:

- Learners need to be supported to research and select a range of musical activities or musical games for a specific age range.
- Understand how to plan an activity with a clear aim, appropriate resources, and simple steps - Exploring emotions through music – PlayBoard NI
 - eg, Homemade Shakers – Children fill bottles with rice or pasta to make shakers, then use them to play along with a simple song. This develops fine motor skills and rhythm.
- Introduce a variety of musical activities, such as singing, movement, and instrument play
 - e.g. action songs “If You’re Happy and You Know It” or Musical Statues – Children dance to music and freeze when it stops, supporting self-regulation and body awareness.
- Demonstrate how to modify activities for younger children or those with additional needs
 - e.g. Sound Exploration – For very young children or those with sensory needs, provide a variety of safe objects (bells, soft drums) and let them explore making sounds at their own pace.
- Emphasise using safe, age-appropriate, and accessible materials
 - e.g. Instrument Circle – Use soft, easy-to-hold instruments (e.g., tambourines, maracas) and supervise closely. Discuss safety rules before starting.
- Reference Learning Outcome one to identify benefits and learning opportunities associated with the activity.

10.11 Outdoor Play Learning for Early Years

| Title | Outdoor Play Learning for Early Years | |
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| Level | Two | |
| Credit Value | 3 | |
| Guided Learning Hours (GLH) | 24 | |
| OCN NI Unit Code | CBE927 | |
| Unit Reference No | A/618/2553 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the value of outdoor play for a child's learning and development and be able to plan and deliver effective outdoor play activities for children. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Recognise the value of outdoor play for children and how it supports children's learning, development and well-being. | 1.1. Explain the importance of providing an outdoor play environment and the need for supervision. 1.2. Describe how outdoor play supports children's learning, development and well-being. | |
| 2. Know how to support outdoor play. | 2.1. Describe three different barriers to outdoor play and strategies to overcome these. 2.2. Describe three different strategies to encourage parental involvement within outdoor play. 2.3. Explain the value of risk and challenge for children in outdoor play. | |
| 3. Understand appropriate practice in the promotion of inclusive outdoor play. | 3.1. Describe appropriate practice in ensuring the outdoor environment is inclusive for children with a range of needs. | |
| 4. Be able to plan and deliver an effective outdoor play activity. | 4.1. Plan and deliver an effective outdoor play activity explaining the importance of involving children in the planning process and the role of the adult facilitator. | |
| Assessment Guidance | | |
| NOS: <u>TDASTL10 - Support children's play and learning</u> | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |

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| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Outdoor Play Learning for Early Years |
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| <p>1. Recognise the value of outdoor play for children and how it supports children’s learning, development and well-being.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of outdoor play • Understanding of the importance of outdoor play <ul style="list-style-type: none"> ○ Providing an outdoor play environment is crucial for early years settings as it promotes physical fitness, emotional well-being, and social skills, while also providing opportunities for hands-on learning about the natural world. ○ Outdoor play helps children develop resilience, self-confidence, and a reduced sense of stress by providing a more energetic and multisensory environment for learning and exploration. • Understanding of the importance of supervision during outdoor play <ul style="list-style-type: none"> ○ Supervision is essential in outdoor play environments to ensure the physical safety of children, as they learn to navigate risks and develop independence. ○ It is also crucial for supporting their social and emotional growth by helping them manage conflicts and build relationships. Active supervision allows early years practitioners to observe, assess, and plan for each child's learning and development in this unique and stimulating setting. <p>Way-To-Play-2020.pdf – TOPS-Advice-For-Schools-Aug-2020.pdf Useful resources on outdoor play</p> <ul style="list-style-type: none"> • Ways outdoor play supports learning: <ul style="list-style-type: none"> ○ Provides rich, hands-on learning: Children can directly interact with their environment to learn about topics like weather, seasons, plants, and animals. ○ Supports academic skills: Outdoor play reinforces concepts learned in the classroom, such as counting, shapes, and patterns, and boosts skills like problem-solving. ○ Encourages focus: For some children, a change of environment can lead to improved focus and reduced frustration. • Ways outdoor play supports development: <ul style="list-style-type: none"> ○ Boosts physical fitness: Outdoor play encourages physical activity, helping children expend energy and develop their motor skills. ○ Builds resilience: It allows children to experience and navigate physical challenges like climbing, which builds their self-confidence and ability to overcome obstacles. ○ Promotes vitamin D and immunity: Spending time outdoors helps children get vitamin D and can lead to better immunity and overall health. • Ways outdoor play supports well-being: |

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| | <ul style="list-style-type: none"> ○ Reduces stress and anxiety: Nature has a calming effect, and outdoor play can be a great way for children to de-stress and regulate their emotions. ○ Enhances social skills: The outdoors provides a low-stress environment for children to practice communication, sharing, and conflict resolution, fostering cooperation and building friendships. ○ Increases confidence and self-esteem: Successfully navigating challenges and experiences outdoors builds independence and a sense of achievement. |
| <p>2. Know how to support outdoor play.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Concept of a barrier ● Identify barriers to outdoor play. Some may include: <ul style="list-style-type: none"> ○ Limited space ○ Lack of green space ○ Unpredictable weather – limited appropriate clothing ○ Health and safety concerns ○ Costly resources ○ Parental concerns ○ Staff motivation ○ Challenging behaviour outdoors ● Identify strategies to overcome the barriers. Some may include: <ul style="list-style-type: none"> ○ Reaching out to local greenspaces to use the space during school hours ○ Work creatively and in partnership with your local community ○ Look at setting timetable to ensure one room is using the space at a time ○ Get the PTFA to fundraise resources such as waterproof jackets ○ Complete risk assessments ○ Invite parents into the setting to show them outdoor learning to reduce anxieties ○ Highlight the benefits of outdoor play to parents ○ Set boundaries and expectations for behaviour ○ Use natural materials to reduce costs ○ Involve staff in the planning ○ Get staff trained and provide resources for them to make it easier to include outdoor play ● Identify strategies used to involve parents in outdoor play ● Some may include: ● Outdoor Play Workshops and Stay-and-Play Sessions <ul style="list-style-type: none"> ○ Invite parents to participate in outdoor play sessions with their children. These can be informal “stay and play” mornings or structured workshops demonstrating the value of outdoor activities. This helps parents understand the developmental benefits and encourages them to replicate similar activities at home. ● Communication and Education <ul style="list-style-type: none"> ○ Share regular updates through newsletters, social media, or noticeboards about outdoor play activities and their benefits. Include tips for outdoor play at |

home, such as nature walks, gardening, or simple games. Educating parents helps build their confidence and engagement.

- **Involving Parents in Planning and Feedback**
 - Encourage parents to contribute ideas for outdoor activities or provide feedback on existing ones. This can be done through surveys, suggestion boxes, or informal chats. When parents feel their input is valued, they are more likely to engage.
- **Family Outdoor Events**
 - Organise seasonal outdoor events like picnics, nature scavenger hunts, or sports days. These events promote community spirit and allow parents to see their children learning and playing in a natural environment.
- **Home-Setting Links**
 - Provide take-home activity packs or challenges that encourage outdoor play at home. For example, a “nature explorer” checklist or a simple gardening task. These activities strengthen the connection between the setting and the home environment.
- **Celebrating Outdoor Learning**
 - Display photos, children’s work, or stories from outdoor play sessions in areas accessible to parents. This showcases the value of outdoor play and encourages parents to ask questions and get involved.
- **Parent Training and Support**
 - Offer short training sessions or information leaflets on topics like risk-taking in play, outdoor safety, and the importance of physical activity. This helps parents feel more confident and informed
- Concept of risk and challenge
- Identify benefits of risk and challenge for children in outdoor play:
- **Physical Development:**
 - It encourages them to move more, testing their balance, strength, and agility.
 - Improves their physical fitness but also their coordination and motor skills.
 - By navigating physical challenges, children learn to assess their own abilities and limits, which can reduce the risk of serious injuries in the long run by developing a keen sense of their physical boundaries.
- **Mental and Emotional Development:**
 - The thrill of taking risks and succeeding boosts self-esteem and resilience, teaching children that falling and getting back up is part of learning and growing.
 - It fosters a mindset of perseverance and courage, qualities that are invaluable throughout life.
- **Independence and Problem-Solving:**

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| | <ul style="list-style-type: none"> ○ Risky play often requires children to navigate challenges independently or with minimal adult intervention. ○ This autonomy in play allows children to experiment with different strategies for overcoming obstacles, enhancing their problem-solving skills. ○ It encourages creativity and innovation, as they must think outside the box to navigate the play space successfully. |
| <p>3. Understand appropriate practice in the promotion of inclusive outdoor play.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Concept of inclusive ● Useful resources to aid learning: <ul style="list-style-type: none"> ○ Including-disabled-children-in-play-provision.pdf ○ ADAPMyPlay2025Web.pdf ● Identify ways to ensure an outdoor environment can be made inclusive for children of all needs: ● Adapt the physical environment <ul style="list-style-type: none"> ○ Consider different levels and surfaces: Incorporate ramps, decking, or firmer surfaces to accommodate children who use wheelchairs or have mobility challenges. ○ Ensure physical accessibility: Make sure pathways are wide enough and equipment can be reached by all children, potentially adjusting heights. ○ Provide diverse zones: Create different areas, such as shaded spots for reflection or calmer areas away from high-activity zones. ● Offer a variety of experiences <ul style="list-style-type: none"> ○ Engage the senses: Incorporate elements that stimulate sight, sound, and touch, like sensory planting, water and sand play, and natural materials to attract wildlife. ○ Balance structured and unstructured play: Offer a mix of free-choice activities and more adult-led experiences, like gardening or creating obstacle courses, to cater to different learning styles. ○ Provide a range of resources: Offer a variety of materials for both large- and small-muscle play, such as balls, blocks, and loose parts for building and sorting. ○ Include quiet spaces: Designate a peaceful area where children can go for quiet time, reflection, or to de-escalate, which is vital for children with sensory processing needs. ● Support communication and social-emotional needs <ul style="list-style-type: none"> ○ Make communication aids accessible: Use visual aids or key signs to support children with communication needs. ○ Allow freedom and autonomy: Manage risks while still providing opportunities for children to take appropriate risks and make choices about their play. ○ Foster a sense of belonging: Involve children in setting the rules for the space to help them feel valued and responsible for their environment. |

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| | <ul style="list-style-type: none"> ○ Collaborate with families: Work with parents and caregivers to gain insight into their child's specific needs and preferences. ● Ensure accessibility and safety <ul style="list-style-type: none"> ○ Store resources appropriately: Keep equipment at a height that is accessible to all children. ○ Ensure safety without over-restricting: Provide safe equipment and environments but do so in a way that doesn't remove the child's ability to explore and manage risk. ○ Provide easy access to facilities: Ensure there is easy access to bathrooms and an indoor space in case of inclement weather. |
| <p>4. Be able to plan and deliver an effective outdoor play activity.</p> | <p>Scope</p> <p>Teaching could cover:</p> <p>Useful resources of outdoor play activity examples:</p> <ul style="list-style-type: none"> ● <u>Nature Play – PlayBoard NI</u> ● <u>Summer Street Play – PlayBoard NI</u> ● To develop understanding of planning an activity <ul style="list-style-type: none"> ○ Identify structure to planning an activity ○ Explore concept of learning aims – what you expect children to learn/develop ○ Identify examples of resources ○ Understand health and safety aspects to consider ○ Identify role and responsibilities to the activity ○ Understand the importance of children involvement during planning ○ Understand the importance of the role of the facilitator |

10.12 Personal Care and Hygiene within an Early Years Setting

| Title | Personal Care and Hygiene within an Early Years Setting | |
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| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBE928 | |
| Unit Reference No | F/618/2554 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of the personal care needs of young children. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Be aware of the personal care needs of young children. | 1.1. Describe how to care for children's skin, hair, feet and teeth. 1.2. Describe how to support a child's personal care routine when appropriate to support their independence. 1.3. Explain how a positive environment facilitates a child-centred approach to personal care for children and families. 1.4. Describe why it is important to have a balance of physical activity with rest and quiet time. | |
| 2. Know how to support own personal hygiene and the personal hygiene of children within an early years setting. | 2.1. Describe why it is important to maintain a good level of personal hygiene when working within an early years setting including: a) hair b) clothes c) body odour d) jewellery e) piercings f) footwear 2.2. Explain the importance of personal hygiene at meal and snack times for both the child and early years practitioner. 2.3. Describe ways of encouraging a child to promote personal hygiene during meal and snack times. | |
| Assessment Guidance | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |

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| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Personal Care and Hygiene within an Early Years Setting |
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| <p>1. Be aware of the personal care needs of young children.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understanding of how to care for children’s skin, hair, feet and teeth. • Skin <ul style="list-style-type: none"> ○ Should be washed/bathed daily with warm water and gentle soap in a baby bath or bath (when older) ○ Use moisturiser following washing and when changing a nappy ○ Use fragrance free products to keep skin dry and moisturised ○ To prevent nappy rash and dry skin • Hair <ul style="list-style-type: none"> ○ Brush hair daily and wash 2-3 times a week ○ Use gentle baby shampoo, baby and lice combs (if needed) ○ Tie hair up to prevent getting tangled and lice • Feet <ul style="list-style-type: none"> ○ Wash feet daily and keep nails trimmed ○ Use fresh socks and breathable shoes everyday ○ Use mild soap and nail clippers ○ To prevent athletes foot and ingrown nails • Teeth <ul style="list-style-type: none"> ○ Teeth are to be brush twice daily for 2 minutes at a time ○ Regular check-ups with the dentist – every 6 months ○ Use a fluoride toothpaste and soft toothbrush – spitting out the toothpaste after brushing ○ Limit sugary drinks and sweets ○ To prevent tooth decay and gum disease • Understanding of how early years practitioners can support children’s independence in their own personal care. • Use creative skills to design an example of an illustration of support • Concept of positive environment • Concept of Child-Centred Approach • Understanding of how to achieve a child-centred approach: <ul style="list-style-type: none"> ○ Focuses on the individual needs, preferences, and rights of each child. ○ Encourages independence, choice, and active participation in care routines. • Understanding of how to achieve a positive physical environment: <ul style="list-style-type: none"> ○ Clean, safe, and welcoming spaces. ○ Child-sized furniture and accessible resources (e.g., low sinks, mirrors). ○ Visual cues and routines that support autonomy. • Understanding of how to achieve a positive emotional environment: <ul style="list-style-type: none"> ○ Warm, nurturing relationships with practitioners. ○ Consistent routines that build trust and security. ○ Use of praise and encouragement to boost self-esteem. • Understanding of how to achieve an inclusive cultural environment: <ul style="list-style-type: none"> ○ Awareness of family traditions and hygiene practices. |

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| | <ul style="list-style-type: none"> ○ Sensitivity to religious or cultural beliefs around modesty and care. • Understanding of how to achieve privacy and dignity: <ul style="list-style-type: none"> ○ Ensuring children are treated with respect during personal care (e.g., toileting, dressing). ○ Providing private spaces and explaining procedures in age-appropriate ways. • Understanding of how to involve families: <ul style="list-style-type: none"> ○ Communicating with parents/carers about routines and preferences. ○ Encouraging shared decision-making and consistency between home and setting. • Concept of balance - Balancing rest, quiet time and physical activity is essential for children’s holistic development. Each are critical components that contribute to physical health, cognitive growth, and emotional well-being. • Being aware of a child’s needs and paying attention to signs of fatigue or overstimulation can guide adjustments to daily routines in order to promote balance. • Understanding of benefits of each - physical activity, rest and quiet time • Physical Activity <ul style="list-style-type: none"> ○ Supports physical development: muscle growth, coordination, and motor skills. ○ Encourages social interaction and teamwork. ○ Helps regulate energy levels and improves concentration. • Rest <ul style="list-style-type: none"> ○ Essential for growth and brain development. ○ Helps children recover from physical exertion. ○ Reduces irritability and supports emotional regulation. • Quiet Time <ul style="list-style-type: none"> ○ Provides opportunities for reflection and calm. ○ Supports mental health and emotional wellbeing. ○ Encourages creativity and focus through low-stimulation activities (e.g., reading, drawing). |
| <p>2. Know how to support own personal hygiene and the personal hygiene of children within an early years setting.</p> | <p>Scope</p> <p>Teaching will cover:</p> <p>Useful resource - Nurseries infection prevention booklet 0124.pdf</p> <ul style="list-style-type: none"> • Concept of personal hygiene • Understanding how to support own personal hygiene and its importance • Hair <ul style="list-style-type: none"> ○ Should be clean, neat, and tied back if long to prevent spread of head lice and maintains a professional appearance. ○ Avoids distraction or contamination during care routines e.g. nappy changing or food preparation. • Clothes <ul style="list-style-type: none"> ○ Must be clean to prevent spread of bacteria and infection. ○ They must also be appropriate, and practical to enable for practitioners to do their job. ○ Should comply with setting’s dress code and health & safety policies. • Body Odour <ul style="list-style-type: none"> ○ Regular washing and use of deodorant is essential to prevent the spread of germs and reduce illness spreading in a setting. |

- Promotes comfort and confidence in interactions with children and families.
- Prevents discomfort or embarrassment in close-contact situations.
- **Jewellery**
 - Should be minimal and safe (e.g., no dangling earrings or large rings).
 - To reduce risk of injury to self or children.
 - Prevents hygiene issues and transmission of germs during food handling or personal care tasks.
- **Piercings**
 - If it is a fresh piercing, they can be a source of blood or other bodily fluids which can transmit infections.
 - Could pose a safety risk or distract children and in turn injure themselves or staff member if pulled.
 - May need to be covered or removed during certain activities.
- **Footwear**
 - Should be closed-toe, non-slip, and supportive.
 - Ensures safety during active play and movement.
 - Reduces risk of accidents and supports practitioner comfort.
 - Have a designated pair of shoes for the setting to prevent bacteria from outdoors being brought inside.
- Understanding of the importance of personal hygiene at mealtimes
- Hygiene practices could include:
 - Handwashing: Before and after handling food, after toileting, and after wiping noses.
 - Clean Eating Areas: Tables and chairs should be wiped down before and after meals.
 - Hair and Clothing: Hair tied back, clean clothes/aprons worn during food service.
 - Utensils and Equipment: Must be clean and stored properly.
 - Waste Disposal: Food waste and used wipes disposed of hygienically.
- Identify the importance for children:
 - Health Protection: Prevents the spread of germs and foodborne illnesses.
 - Routine Building: Encourages consistent hygiene habits like handwashing before eating.
 - Independence: Supports children in learning self-care skills.
 - Social Learning: Children observe and mimic adult behaviours.
- Identify the importance for practitioners:
 - Role Modelling: Demonstrates good hygiene practices (e.g., washing hands, tying hair back).
 - Food Safety: Ensures clean hands and clothing to prevent contamination.
 - Professional Standards: Maintains trust with families and complies with regulations.
 - Infection Control: Reduces risk of illness spreading in the setting.
- Understanding of how to promote personal hygiene at meal and snack times
- Some of the following could be used:

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| | <ul style="list-style-type: none"> • Making Hygiene Fun and Engaging <ul style="list-style-type: none"> ○ Use songs or rhymes for handwashing (e.g., “Wash, wash, wash your hands...”). ○ Incorporate games or routines that make hygiene enjoyable. ○ Use colourful visuals and characters to reinforce messages. • Visual Cues and Reminders <ul style="list-style-type: none"> ○ Display posters showing hygiene steps (e.g., handwashing, wiping mouth). ○ Use picture cards or storyboards to guide children through routines. ○ Create a hygiene chart with stickers or rewards for participation. • Positive Reinforcement <ul style="list-style-type: none"> ○ Praise children for following hygiene routines. ○ Use reward systems (e.g., star charts) to encourage consistency. ○ Celebrate milestones (e.g., “You remembered to wash your hands!”). • Role Modelling <ul style="list-style-type: none"> ○ Practitioners should demonstrate good hygiene practices consistently. ○ Encourage peer modelling—children often copy each other. ○ Involve children in setting up and cleaning eating areas. • Routine and Consistency <ul style="list-style-type: none"> ○ Establish clear hygiene routines before and after meals. ○ Use consistent language and steps to build familiarity. ○ Encourage independence by allowing children to take responsibility for their hygiene. |
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10.13 Physical Activities for Children

| Title | Physical Activities for Children | |
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| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBE929 | |
| Unit Reference No | J/618/2555 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to be able to plan and prepare a suitable physical activity that will facilitate learning for children from birth to 5 years. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Be aware of suitable physical activities for children from birth to 5 years. | 1.1. Describe two different physical activities suitable for children from each of the following age groups: a) 0-3 years b) 3-5 years | |
| 2. Understand how physical activities can support children's learning and development. | 2.1. Describe using two examples the ways in which physical activity can be used to support children's learning and development. | |
| 3. Understand the role of adults when supporting physical activity for children. | 3.1. Explain the role of the supporting adult in terms of: a) health and safety b) facilitating children's learning and development | |
| 4. Know how to plan and prepare a physical activity for children from birth to 5 years. | 4.1. Plan, prepare and explain a physical activity for a child from birth to 5 years including the age range for which it is suitable. 4.2. Evaluate the learning that may take place for the child through the chosen physical activity identified in AC4.1. | |
| Assessment Guidance NOS: TDASTL10 - Support children's play and learning TDASTL15 - Support children and young people's play SDCCLD0206 - Support children's learning through play | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |

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| | skills and/or knowledge gained throughout the course | |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Physical Activities for Children |
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| <p>1. Be aware of suitable physical activities for children from birth to 5 years.</p> | <p>Scope</p> <p>Useful resource - <u>Physical activity guidelines for children (under 5 years) - NHS</u></p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understand meaning of physical activity • Identify physical activities for children from 0-3 years old <ul style="list-style-type: none"> ○ Some may include: <ul style="list-style-type: none"> ▪ For babies (0-12 months) ▪ <u>Tummy time</u>: ▪ <u>Rolling</u> ▪ Interactive play – e.g. use toys to encourage reaching and movement. ▪ Supportive movement ▪ For toddlers (1-3 years) ▪ Outdoor activities e.g. a park ▪ Ball games ▪ Movement and dance ▪ Walking and scooting ▪ Animal imitation e.g. hopping like a frog ▪ Simple games ▪ Creative play • Identify physical activities for children from 3-5 years old <ul style="list-style-type: none"> ○ Some may include: <ul style="list-style-type: none"> ▪ Running and chasing e.g. tag ▪ Jumping e.g. on a small trampoline. ▪ Dancing ▪ Ball games ▪ Skipping and hopping ▪ Active games e.g. ‘Duck, Duck, Goose’ ▪ Riding and scooting ▪ Playgrounds e.g. jungle gyms or swinging ▪ Hopscotch ▪ Obstacle courses ▪ Scavenger hunts |
| <p>2. Understand how physical activities can support children’s learning and development.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understand the meaning of learning and development • Identify the areas of learning and development <ul style="list-style-type: none"> ○ Cognitive ○ Physical ○ Social / Communication and Language ○ Emotional / Behavioural • Cognitive` <ul style="list-style-type: none"> ○ Improves brain function ○ Increases concentration ○ Enhances memory and learning • Physical development <ul style="list-style-type: none"> ○ Develops motor skills – Fine and Gross motor ○ Builds strong bones and muscles ○ Improves flexibility and coordination |

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| | <ul style="list-style-type: none"> ○ Supports healthy weight ● Social and Emotional growth <ul style="list-style-type: none"> ○ Increases self-efficacy and confidence ○ Improves social skills eg sharing/taking turns ○ Boosts emotional well-being ○ Supports language development |
| <p>3. Understand the role of adults when supporting physical activity for children.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Understand the meaning of health and safety ● Understand the role of a supporting adult. <p>In terms of health and safety, the following could be outlined:</p> <ul style="list-style-type: none"> ● Create a safe environment – checking the area is free of hazards and that equipment is inspected ● Undertake risk assessments ● Use age-appropriate equipment ● Provide appropriate supervision – child/adult ratio is correct ● Teach safety skills eg how to climb a jungle gym safely <p>In terms of learning and development, the following could be outlined:</p> <ul style="list-style-type: none"> ● Encouraging Creativity and Imagination ● Facilitating Social Interaction ● Promoting Physical Activity ● Supporting Language and Communication Development ● Understanding and Respecting Diversity ● Encouraging Emotional Expression and Development ● Providing Appropriate Resources and Materials ● Building Trust and Relationships ● Role Modelling Positive Behaviour ● Adapting to Individual Needs ● Encouraging Problem-Solving |
| <p>4. Know how to plan and prepare a physical activity for children from birth to 5 years.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● To develop understanding of planning an activity: <ul style="list-style-type: none"> ○ Identify structure to planning an activity ○ Explore concept of learning aims – what you expect children to learn/develop ○ Identify examples of resources ○ Understand health and safety aspects to consider ○ Identify role and responsibilities to the activity |

10.14 Understand the Principles and Values within Early Years

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| Title | Understand the Principles and Values within Early Years | |
| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBE930 | |
| Unit Reference No | L/618/2556 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the principles, values and the need for inclusive practice within early year settings. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Be aware of the principles and values that underpin work within an early year setting. | 1.1. Explain the principles and values that underpin work within an early years setting and the relevant guidance and standards that support them. | |
| 2. Understand the benefits of inclusive practice within early years. | 2.1. Describe how children benefit from inclusive practice in early years settings. 2.2. Describe ways in which children may be affected by non-inclusive practice in early years settings. | |
| 3. Understand why the key person approach is used within early years. | 3.1. Explain why the key person approach is used in early years settings. | |
| Assessment Guidance | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Understand the Principles and Values within Early Years |
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| 1. Be aware of the principles and values that underpin work within an early year setting. | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of principles and values that must be upheld within early years settings. • Minimum standards to ensure that quality of care provided for children is of a high standard. • This includes: <ul style="list-style-type: none"> ○ dignity and respect ○ independence ○ rights ○ equality and diversity ○ choice ○ privacy ○ fulfilment ○ confidentiality <p>Principles and values to uphold:</p> <ul style="list-style-type: none"> • Dignity and respect <ul style="list-style-type: none"> ○ Value children's perspectives ○ Avoid assumptions ○ Uniqueness of each child ○ Each child's intrinsic value as a human being ○ Work with compassion • Independence <ul style="list-style-type: none"> ○ Offer choices to give children control over their lives ○ Protect the children against unreasonable risks • Rights, Equality and diversity <ul style="list-style-type: none"> ○ Children's individual and human rights are promoted and safeguarded ○ All children are treated equally and background, culture are valued and respected • Choice <ul style="list-style-type: none"> ○ All children, young people, parents and carers are offered opportunity to select independently from a range of options that are based on clear and accurate information • Privacy <ul style="list-style-type: none"> ○ Secure personal information ○ Respect personal space – children have the right to be left alone, undisturbed and free from unnecessary intrusion ○ Need for balance between the consideration of the individual's own and other's safety • Fulfilment <ul style="list-style-type: none"> ○ Children and young people are enabled to lead purposeful lives and realise their ability and potential • Confidentiality <ul style="list-style-type: none"> ○ Children, young people, parents and carers know that information about them is managed appropriately and that everyone involved in the service respects confidential matters |
| 2. Understand the benefits of inclusive practice within early years. | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of inclusive practice • Developing a sense of belonging is an important part of inclusive practice. This helps to reduce feelings of being different, |

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| | <p>marginalised or socially isolated and creates a more secure base from which children can learn, develop and flourish</p> <ul style="list-style-type: none"> • Celebrating difference and diversity in all its forms in order to create a culture of ‘we’ rather than ‘us and them’ • <p>Explore positive effects of inclusive practice:</p> <ul style="list-style-type: none"> ○ self-image ○ emotional well-being ○ health outcomes ○ developmental benefits ○ positive attitude towards others ○ development in self-efficacy ○ opportunities to play and socialise <ul style="list-style-type: none"> • Concept of non-inclusive practice <p>Explore negative effects of non-inclusive practice:</p> <ul style="list-style-type: none"> ○ low self-efficacy ○ poor health outcomes ○ delayed development ○ lower educational outcomes ○ poor self-image ○ impaired social and emotional development |
| <p>3. Understand why the key person approach is used within early years.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of a key person which emphasises the importance of secure attachment between children and their key early years practitioner. • Description of key benefits of the role in early years: <ul style="list-style-type: none"> ○ The key person provides a consistent, nurturing relationship, allowing the child to form a secure attachment. This attachment fosters emotional security and resilience ○ Children can turn to their key person for comfort and reassurance during times of distress, helping them manage their emotions effectively ○ Each child is unique, and a key person can tailor support and activities to meet the specific needs and interests of the child. ○ The key person serves as a bridge between the early years setting and parents, ensuring effective communication about the child’s progress and well-being ○ The key person observes a child’s development and provides targeted support or interventions when necessary, to support each child reaching their full potential |

10.15 Supporting the Physical Needs of Children

| Title | Supporting the Physical Needs of Children | |
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| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBE931 | |
| Unit Reference No | R/618/2557 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to support the physical needs of children. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Understand the health and hygiene requirements for the physical development of children from birth to 5 years. | 1.1. Describe the health and hygiene requirements that support the physical development of children from birth to 5 years. | |
| 2. Understand the necessary provisions and variations which may occur within different families and cultures. | 2.1. Explain the necessary provisions and variations which may occur within different families and cultures. | |
| 3. Be aware of the signs, symptoms, prevention and treatment of common illnesses and infections in children from birth to 5 years. | 3.1. Describe at least three common illnesses and infections in children from birth to 5 years including: <ul style="list-style-type: none"> a) signs and symptoms b) treatment 3.2. Describe key immunisations and how they protect the body from infections. 3.3. Explain why it is important to exclude a child from an early years setting when unwell. 3.4. Describe how to care for and meet the needs of a sick child. | |
| Assessment Guidance | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Supporting the Physical Needs of Children |
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| <p>1. Understand the health and hygiene requirements for the physical development of children from birth to 5 years.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understanding of health and hygiene practices • Understanding of their importance for physical development of children. <p>Personal care for 0-2 years</p> <p>Skin Care</p> <ul style="list-style-type: none"> • How to provide the care - Use gentle baby wipes, warm water, and soft towels during nappy changes. Apply barrier cream to prevent nappy rash. • Why is it important for physical development - Healthy skin prevents discomfort and infection, supporting overall well-being and movement. <p>Hair</p> <ul style="list-style-type: none"> • How to provide the care - Wash hair with mild baby shampoo and rinse thoroughly. Use a soft brush to avoid scalp irritation. • Why is it important for physical development - Promotes hygiene and comfort, and prevents scalp conditions such as cradle cap. <p>Feet</p> <ul style="list-style-type: none"> • How to provide the care - Keep feet clean and dry. Use socks and soft shoes that fit well. Check for signs of irritation or infection. • Why is it important for physical development - Supports mobility and prevents fungal infections or skin breakdown. <p>Teeth</p> <ul style="list-style-type: none"> • How to provide the care - clean gums with a soft cloth before teeth emerge. Use a baby toothbrush and fluoride toothpaste once teeth appear. • Why is it important for physical development - Encourages early oral hygiene habits and prevents tooth decay. <p>Personal care for 3-5 years</p> <p>Skin Care</p> <ul style="list-style-type: none"> • How to provide the care - Encourage regular handwashing with soap and water. Use moisturiser if skin is dry. • Why is it important for physical development - Prevents spread of germs and supports healthy skin, which is vital for protection and sensory development. <p>Hair</p> <ul style="list-style-type: none"> • How to provide care - Support children to wash and brush their hair regularly. Use age-appropriate shampoo. • Why is it important for physical development - Promotes independence and hygiene and prevents scalp issues. <p>Feet</p> <ul style="list-style-type: none"> • How to provide the care - Teach children to wash and dry their feet daily. Ensure shoes fit properly and are suitable for active play. • Why is it important for physical development - Healthy feet are essential for balance, coordination, and physical activity. <p>Teeth</p> <ul style="list-style-type: none"> • How to provide care - Supervise tooth brushing twice daily with fluoride toothpaste. Encourage regular dental check-ups. • Why is it important for physical development - Maintains oral health, supports speech development, and prevents pain or infection. |

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| <p>2. Understand the necessary provision and variations which may occur within different families and cultures.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understanding of provision • Understanding of family types including nuclear, extended, single parent, reconstituted / blended / step, foster, adoptive families etc. • Understanding of variations within families and cultures. <p>Some may include:</p> <ul style="list-style-type: none"> • Dietary practices <ul style="list-style-type: none"> ○ Typical Provision - Children are provided with balanced meals including fruits, vegetables, proteins, and grains. ○ Variation - Some families may follow vegetarian, vegan, halal, kosher, or allergen-free diets due to cultural, religious, or health reasons. Mealtimes and types of food may also vary. • Shelter / Warmth <ul style="list-style-type: none"> ○ Typical provision - Safe, warm indoor environment with appropriate heating and ventilation. ○ Variation - Some families may use layered clothing or blankets instead of central heating; housing conditions may vary and some families may be displaced, homeless or living in temporary accommodation. • Clothing <ul style="list-style-type: none"> ○ Typical Provision - Weather-appropriate, comfortable clothing suitable for play and rest. ○ Variation - Cultural dress codes may influence clothing choices, such as head coverings, modest attire, or traditional garments. • Sleeping Arrangements <ul style="list-style-type: none"> ○ Typical Provision - Children may sleep in cribs or beds in their own rooms or shared spaces. ○ Variation - Some families practice co-sleeping or have communal sleeping areas. Nap routines and bedtime rituals may vary. • Physical Activity <ul style="list-style-type: none"> ○ Typical Provision - Daily opportunities for active play indoors and outdoors ○ Variation - Some cultures may emphasize structured activities, while others encourage free play. Access to outdoor space may differ depending on proximity and living conditions. |
| <p>3. Be aware of the signs, symptoms, prevention and treatment of common illnesses and infections in children from birth to 5 years.</p> | <p>Scope</p> <p>Useful resource - Birth to five 2025.pdf</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understanding of common illnesses and infections in children. • Use the following link for more examples: • https://cambspboroughchildrenshealth.nhs.uk/common-illnesses/ (NHS, 2025). • Examples may include: • Common Cold <ul style="list-style-type: none"> ○ Signs and Symptoms: ○ Runny or blocked nose ○ Sneezing ○ Mild cough ○ Sore throat |

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| | <ul style="list-style-type: none"> ○ Slight fever ○ Tiredness or irritability ○ Treatment: ○ Ensure the child gets plenty of rest ○ Keep them hydrated with water or diluted juice ○ Use a cool mist humidifier to ease breathing ○ Wipe nose gently and frequently to prevent soreness ○ Paracetamol or ibuprofen (age-appropriate) may be used to reduce fever or discomfort, following dosage guidelines ● Ear Infection (Otitis Media) ○ Signs and Symptoms: ○ Tugging or pulling at the ear ○ Crying more than usual ○ Trouble sleeping ○ Fever ○ Fluid draining from the ear ○ Difficulty hearing or responding to sounds ○ Treatment: ○ Pain relief with paracetamol or ibuprofen ○ Keep the child upright to reduce pressure ○ Warm compress on the ear may soothe pain ○ If symptoms persist or worsen, seek medical advice—antibiotics may be prescribed ● Gastroenteritis (Stomach Bug) ○ Signs and Symptoms: ○ Diarrhoea ○ Vomiting ○ Stomach cramps ○ Fever ○ Loss of appetite ○ Tiredness ○ Treatment: ○ Keep the child hydrated with small sips of water or oral rehydration solutions ○ Avoid solid food until vomiting stops, then reintroduce bland foods slowly ○ Maintain hygiene to prevent spread (handwashing, disinfecting surfaces) ○ Seek medical help if symptoms persist beyond 24–48 hours or if signs of dehydration appear ● Understanding of immunisations and how they can protect the body. ● Use the following link to aid understanding <ul style="list-style-type: none"> ○ https://www.nhs.uk/vaccinations/nhs-vaccinations-and-when-to-have-them/ (NHS, 2025). ● Understanding of the importance of preventing the spread of infection within an early years setting <ul style="list-style-type: none"> ○ High-risk environment: Early years settings involve close contact between children and staff, as well as the sharing of toys and equipment, which can lead to rapid transmission of infectious diseases. ○ Protecting the community: Excluding sick children helps prevent wider outbreaks that could impact the setting, |
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| | <p>families, and the community through missed work and school days.</p> <ul style="list-style-type: none"> ○ Controlling specific illnesses: Certain conditions, like vomiting and diarrhoea, require a specific period of exclusion (e.g., 48 hours after symptoms stop) to prevent the spread of pathogens like <i>E. coli</i>. <ul style="list-style-type: none"> • Understanding of the need to protect vulnerable individuals <ul style="list-style-type: none"> ○ Increased risk for some: Some children, such as those with long-term conditions or those born prematurely, are at a higher risk of becoming seriously ill from common infections like Respiratory Syncytial Virus (RSV). ○ Safeguarding health: Excluding a sick child is a way to safeguard the health of all individuals in the setting, particularly those who are most vulnerable to complications from an illness. • Understanding of the need to support the unwell child <ul style="list-style-type: none"> ○ Need for rest: An unwell child is often happier and more comfortable at home, where they can rest and receive proper care to recover. ○ Reduced distress: Keeping a sick child away from a setting where they may be unable to participate fully reduces their own distress and potential for discomfort. ○ Clearer observation: When a child is at home, parents can better observe their symptoms and seek medical advice if needed. • Identify ways to care and meet the needs of a sick child. • Some examples include: <ul style="list-style-type: none"> ○ Keep the room airy without being draughty. If the room is too warm, they'll probably feel worse. ○ Give your child plenty to drink. For the first day or so don't bother about food unless they want it. After that, start trying to tempt them with bits of food and encouraging them to have nutritious drinks like milk. ○ Try to give your child time for quiet games, stories, company and comfort. ○ Sick children get very tired and need plenty of rest. Encourage your child to doze off when they need to, perhaps with a story read by you or on a mobile device or CD. ○ Never fall asleep with a sick baby on the sofa with you, even if you're both exhausted. This increases the chances of sudden infant death syndrome (SIDS). |
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10.16 The Importance of Play in a Child's Development

| Title | The Importance of Play in a Child's Development | |
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| Level | Two | |
| Credit Value | 3 | |
| Guided Learning Hours (GLH) | 24 | |
| OCN NI Unit Code | CBE932 | |
| Unit Reference No | Y/618/2558 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the importance of play for early learning. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Understand how the features of a positive learning environment promote learning through play. | 1.1. Explain the features of a positive learning environment and how this may promote learning through play. | |
| 2. Understand the stages of play for children from birth to 5 years. | 2.1. Explain the stages of play for children from birth to 5 years. | |
| 3. Understand how play can help a child's learning and development. | 3.1. Describe the importance of play in a child's development. 3.2. Describe using two different examples how different activities may contribute to a child's creative and imaginative development for each of the following stages: a) 0-3 years b) 3-5 years 3.3. Describe ways in which play may promote children's learning and development in the following areas: a) physical b) social c) emotional d) intellectual e) linguistic 3.4. Describe the role of parents and early years practitioners in promoting learning and development through play. | |
| Assessment Guidance | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |
| Coursework | Research or projects that count towards a learner's final | Record of observation Learner notes/written work |

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| | outcome and demonstrate the skills and/or knowledge gained throughout the course | Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: The Importance of Play in a Child's Development |
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| <p>1. Understand how the features of a positive learning environment promotes learning through play.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of a positive learning environment • Explore aspects of a positive learning environment: <ul style="list-style-type: none"> ○ children thrive within environments that support their individual and diverse development needs ○ enabling environments offer children security, comfort, choice, engagement and opportunity ○ children's learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration ○ time outdoors benefits children by offering unique opportunities ○ open-ended resources enable children to access and combine processes of development and learning ○ inclusive spaces are nurturing and supportive of all children ○ within an enabling environment, knowledgeable practitioners optimise the development and learning potential of every child |
| <p>2. Understand the stages of play for children from birth to 5 years.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Identify 6 stages of play <ul style="list-style-type: none"> ○ Unoccupied play – birth – 3 months ○ Solitary play – birth – 2 years ○ Onlooker play – 2 years ○ Parallel play – 2+ years ○ Associative play – 3-4 years ○ Cooperative play – 4+ years • Explore each stage • Unoccupied play <ul style="list-style-type: none"> ○ When the baby is making movements with their arms, legs etc they are discovering how their body moves. • Solitary play <ul style="list-style-type: none"> ○ When a child plays alone and is not interested in playing with others quite yet. • Onlooker play <ul style="list-style-type: none"> ○ When a child observes other children playing but will not play it with them. • Parallel play <ul style="list-style-type: none"> ○ When a child plays alongside or near others but does not play with them. • Associative play <ul style="list-style-type: none"> ○ when a child starts to interact with others during play, but not much cooperation is required. • Cooperative play |

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| | <ul style="list-style-type: none"> ○ When a child plays with others and has interest in both the activity and other kids involved in playing. |
| <p>3. Understand how play can help a child's learning and development</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Identify the areas of development impacted by play <ul style="list-style-type: none"> ○ Cognitive ○ Social and Emotional ○ Physical ● Explore how play helps cognitive development <ul style="list-style-type: none"> ○ Problem solving and critical thinking ○ language development ○ imagination and creativity ○ concentration and attention ○ memory ● Explore how play helps social and emotional development <ul style="list-style-type: none"> ○ Social skills example sharing, taking turns, negotiating and cooperating ○ emotional regulation example exploring and expressing their emotions ○ resilience and empathy ○ self-esteem ○ confidence ○ self-image ● Explore how play helps physical development <ul style="list-style-type: none"> ○ Gross motor skills ○ fine motor skills ○ physical health ● Identify age-appropriate activities to contribute to creative and imaginative development ● Arts and crafts <ul style="list-style-type: none"> ○ Drawing, painting and sculpting ○ collage making ○ clay modelling ○ building with blocks ○ music and dance ● Imaginative play <ul style="list-style-type: none"> ○ Role play ○ puppet shows ○ building forts and dens ○ storytelling ● Explore various types of play - See pages 10 and 11 of PlayBoard-Play-For-Parents-Guide-2019.pdf <p>This may include:</p> <ul style="list-style-type: none"> ● Social play ● Symbolic play ● Rough and tumble play ● Socio-dramatic play ● Creative play ● Communication play ● Fantasy play ● Role Play ● Recapitulative play ● Object play |

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| | <ul style="list-style-type: none"> • Mastery play • Imaginative play • Dramatic play • Locomotor play • Deep play • Exploratory play • How each type of play can promote children’s learning and development <ul style="list-style-type: none"> ○ Physical ○ Cognitive ○ Social and emotional ○ Language and communication • Understand the role of a parent and early year practitioner in promoting learning and development through play. <ul style="list-style-type: none"> ○ Lead by example - from an early age encourage children to be outdoors. Fresh air and physical exercise is good for adults too. ○ Prioritise time for outdoor play - allow children the space and freedom to play outdoors. Encourage some of the old traditional games such as skipping, hopscotch, kerbsie and tag. ○ Get to know your neighbourhood – go for a walk or cycle in your local area. Agree boundaries and no-go areas. Let your toddler walk beside you rather than being in a buggy. ○ Walk to school - a great way to build skills and confidence. It also adds the potential for lots of informal play and activity into the daily routine. ○ Encourage others within your community to allow children outdoors to play. The more children there are outdoors playing, the safer and friendlier the neighbourhood will be. ○ Teach children how to stay safe outdoors from an early age. Show them road safety skills and how to deal with particular situations. ○ Take time-out and stay nearby if you are worried about children’s safety. Sit discreetly and read or have a chat with friends and remember the independence and fun that you had as a child playing outdoors! ○ Try to keep worries in perspective and remember children learn by doing. The more children play outdoors the more confident they will become, gaining skills for staying safe. ○ Time outside in the natural environment costs nothing. Encourage children to play outdoors, use their imagination and have fun. ○ Turn off screens to encourage children to explore outdoors. Time spent at sedentary activity (including screens) should be minimised. |
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10.17 Understanding Children's Behaviour

| Title | Understanding Children's Behaviour | |
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| Level | Two | |
| Credit Value | 4 | |
| Guided Learning Hours (GLH) | 32 | |
| OCN NI Unit Code | CBE933 | |
| Unit Reference No | D/618/2559 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand both positive and challenging behaviour in children and how it may be addressed. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Understand the factors that affect children's behaviour. | 1.1. Explain the factors that affect challenging and positive behaviours in children. | |
| 2. Understand how settings, activities and adults may promote positive behaviour in early years settings. | 2.1. Describe how settings and activities may encourage positive behaviour. 2.2. Summarise ways in which adults may support positive behaviour. | |
| 3. Understand the effects of challenging behaviour in children and how it may be managed. | 3.1. Explain what is meant by the term challenging behaviour. 3.2. Describe how to manage three different types of challenging behaviour. 3.3. Identify three different educational theorists and explain their theories on children's behaviour. 3.4. Describe potential implications of not addressing challenging behaviour. | |
| 4. Know when to seek support to deal with challenging behaviour in children. | 4.1 Summarise three possible different situations when it would be appropriate to seek support. 4.2 Identify three different sources of support. | |
| 5. Be aware of activities that may minimise challenging behaviour and promote positive behaviour. | 5.1. Describe three different activities that may minimise the likelihood of challenging behaviour and promote positive behaviour. | |
| 6. Be able to plan an activity that may minimise challenging behaviour and promote positive behaviour. | 6.1. Plan an activity that may minimise the possibility of children exhibiting challenging behaviour and promote positive behaviour. | |
| Assessment Guidance | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |

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| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Understanding Children’s Behaviour |
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| <p>1. Understand the factors that affect children’s behaviour.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Explore concept of challenging behaviour • Factors that may cause challenging behaviour - Useful content in Section 4:Birth to five 2025.pdf <p>Some examples may include:</p> <ul style="list-style-type: none"> ○ Sleep deprivation – more prone to emotional outburst/difficulty regulating behaviour ○ Life changes/transitions – moving house, starting/moving school, death of a family member, separation or divorce – can be stressful for children ○ Developmental stage – e.g. 2 Year-olds – temper tantrums – don’t know how to control emotions ○ Illness and pain – may impact mood and ability to cope ○ Sensory sensitivities – may become overwhelmed ○ Social isolation – may cause emotional distress ○ Learning difficulties – may affect ability to regulate emotions <ul style="list-style-type: none"> • Explore concept of positive behaviour • Factors that may cause positive behaviour <p>Some examples may include:</p> <ul style="list-style-type: none"> ○ Routine – provides a sense of security, reducing challenging behaviours ○ Positive reinforcement - encourages desired behaviours ○ Good role model – children observe positive behaviour and not over-reacting ○ Friendships – can raise self-esteem and social skills ○ Sleep routine – can reduce emotional distress |
| <p>2. Understand how settings, activities and adults may promote positive behaviour in early years settings</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understanding of how settings and activities may support positive behaviour <p>Some examples may include:</p> <ul style="list-style-type: none"> ○ Activities that require sharing or cooperation with others e.g. boardgames ○ Consistent routine each day – helps reduce anxiety and promotes a sense of security ○ Star charts – creates tone for wanted behaviour and repeated positive behaviour ○ Clear instructions – enhances children’s understanding and reduces anxiety of the unknown ○ Visual aids – can help children understand routines and expectations – especially those with developmental differences of learning difficulties ○ Active listening – children feel they can express their feelings, listening to their perspectives and validating their emotions ○ Creative activities – e.g. painting, drawing, music, dress up – allows children to express their emotions <ul style="list-style-type: none"> • Understand ways in which adults can support positive behaviour <p>Some examples may include:</p> <ul style="list-style-type: none"> ○ Building a strong relationship with the children – listening, caring, empathetic, tailoring support to their needs ○ Meaningful activities – aligned to child’s interests |

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| | <ul style="list-style-type: none"> ○ Safe and supportive environment – reduces anxiety ○ Routines – sense of security ○ Positive reinforcement – praising wanted behaviour encourages repetition of those behaviours ○ Clear and simple language – children can understand and prevent misunderstanding and challenging behaviour ○ Positive role model – demonstrate positive behaviour and attitudes |
| <p>3. Understand the effects of challenging behaviour in children and how it may be managed.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Explore concept of challenging behaviour - useful resources: <ul style="list-style-type: none"> ○ Understanding and managing your childs challenging behaviour.pdf ○ Dealing with Challenging Behaviour Child Development - Child 1 to 5 years Healthier Together ● Identify key characteristics of challenging behaviour <ul style="list-style-type: none"> ○ Interferes with learning and social behaviour ○ Repeated pattern ○ Resistant to typical guidance ○ Can be harmful ● Identify challenging behaviours <ul style="list-style-type: none"> ○ Aggression – hitting, kicking, throwing ○ Self-harm – head banging, biting, scratching ○ Destructive behaviour – breaking toys, damaging property ○ Defiance – refusing to follow instructions, arguing ○ Tantrums – intense outbursts of anger ○ Withdrawal – anxiety, social isolation ○ Risky behaviours – engages in dangerous activities without thinking of consequences ● Explore how to manage challenging behaviour ● Understand proactive strategies <ul style="list-style-type: none"> ○ Establish clear expectations – effective communication, consistent rules ○ Structured environment – behaviour charts, visual aids – provide predictability and structure ○ Encourage positive relationships – build, strong, trusting relationships with children ○ Encourage positive behaviour – reward desired behaviours – praise, positive attention ○ Stimulating environment – reduces potential triggers ● Understand reactive strategies <ul style="list-style-type: none"> ○ Address the behaviour – not the child – explain what is acceptable and alternative ways to express feelings ○ Acknowledge child’s feelings - empathize – showing understanding can reduce behaviours ○ Offer choices – provide limited choices to promote a sense of control and empower the child ○ Distract – using an alternative activity to shift their focus ○ Positive reinforcement – praise any positive behaviour when they occur ● Explore educational theorists ● Jean Piaget <ul style="list-style-type: none"> ○ Four stages to describe the cognitive development of children ○ Children construct an understanding of the world around them through their interactions and observing their environment |

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| | <ul style="list-style-type: none"> • Albert Bandura <ul style="list-style-type: none"> ○ Social learning theory ○ Learning occurs through observation, imitation and modelling of others • Lev Vygotsky <ul style="list-style-type: none"> ○ Sociocultural theory ○ children's cognitive development is deeply intertwined with their social and cultural environment ○ Zone of Proximal Development (ZPD) – a gap between what children can do independently and what they can achieve with someone’s help (teacher, mother, friend) ○ Scaffolding – this is the support provided to help the learner progress – through guidance, hints, modelling • John Bowlby <ul style="list-style-type: none"> ○ Attachment theory ○ The importance of a bond between a child and primary caregiver for survival and well-being ○ Shapes a child’s social and emotional development ○ Early bonds set, continue to influence healthy attachments throughout life • B.F Skinner <ul style="list-style-type: none"> ○ Operant conditioning theory ○ Behaviour is shaped by consequences ○ Behaviours followed by positive reinforcement (rewards) are more likely to be repeated ○ Behaviours followed by punishment (chore) are less likely to reoccur. • Identify impacts of avoiding addressing challenging behaviour <ul style="list-style-type: none"> ○ For the child: <ul style="list-style-type: none"> ▪ May experience anxiety, distress and unable to regulate emotions ▪ May struggle to concentrate, falling behind in school, rejection by peers, hard to engage in social activities ▪ May cause more aggressions, defiance, lying ○ For family: <ul style="list-style-type: none"> ▪ Increased stress, burnout, cause strained relationship with the child ▪ Family dynamics can change ▪ Limitations of family activities, visiting friends |
| <p>4. Know when to seek support to deal with challenging behaviour in children.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Identify situations of challenging behaviour • Develop understanding of when or what behaviours to seek support • Identify sources of support to an early years practitioner • Some may include: <ul style="list-style-type: none"> ○ Colleagues ○ Mentors ○ Teachers ○ SENCO ○ Parents ○ Guardians ○ Educational psychologists |

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| | <ul style="list-style-type: none"> ○ Behaviour specialists ○ Social services ○ GPs ○ Paediatricians |
| 5. Be aware of activities that may minimise challenging behaviour and promote positive behaviour. | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Identify a range of activities that can minimise challenging behaviour ● Some may include: <ul style="list-style-type: none"> ○ Consistent routines ○ Reward positive behaviour e.g. star chart ○ Clear instructions and expectations ○ Visual aids ○ Calm corner ○ Creative activities – e.g. painting, drawing, music, dress up – allows children to express their emotions ○ Quiet time to decompress ○ Sensory activities ○ Teach coping tools |
| 6. Be able to plan an activity that may minimise challenging behaviour and promote positive behaviour. | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Identify structure to planning an activity ● Explore concept of learning aims ● Identify examples of resources ● Understand health and safety aspects to consider ● Identify role and responsibilities to the activity |

10.18 Understanding How Children Learn

| Title | Understanding How Children Learn | |
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| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBE934 | |
| Unit Reference No | R/618/2560 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how children learn. | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Be aware of the stages of child development. | 1.1. Explain the stages and sequence of a child's development including: a) physical b) emotional c) social d) communication and language e) cognitive | |
| 2. Understand the importance of providing an environment which encourages exploration and discovery. | 2.1. Describe an environment that encourages exploration and discovery and why this is important. | |
| 3. Understand the role of different senses in learning development in children. | 3.1. Describe using two different examples how different senses can be used to enhance learning development. | |
| 4. Understand how adults impact on children's learning. | 4.1. Explain how adults may impact on children's learning and development. | |
| 5. Understand how environmental, physical, social, cultural and genetic factors can influence a child's development. | 5.1. Explain how environmental, physical, social, cultural and genetic factors can influence a child's development. | |
| 6. Recognise the role of professionals in enhancing children's learning development. | 6.1. Identify two different professionals who may enhance children's learning development and describe the role of each. | |
| Assessment Guidance | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |

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| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Understanding How Children Learn |
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| <p>1. Be aware of the stages of child development.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of 5 key areas of development – useful link: https://cambspborochildrenshealth.nhs.uk/child-development-and-growing-up/milestones/ • Physical (fine and gross motor) <ul style="list-style-type: none"> ○ Fine motor skills - include hand-eye coordination e.g. sewing, threading, writing. Children’s hands develop in strength and movement; this is called fine manipulative movements. ○ Gross Motor skills - big movements – walking, throwing, jumping, climbing, etc. when children learn to be mobile. Can be called locomotive movements. They also involve balance and coordination. • Cognitive <ul style="list-style-type: none"> ○ Cognitive development is linked to imagination, problem solving and understanding colours, shapes, etc. ○ Called perception • Social <ul style="list-style-type: none"> ○ Relationships with other people. ○ Friendship with others but also the skills to maintain relationships. ○ E.g. being thoughtful, cooperative, being part of a group • Communication and language <ul style="list-style-type: none"> ○ Able to understand what others say, being able to speak and make yourself understood. ○ Able to read and write. • Emotional and behavioural <ul style="list-style-type: none"> ○ How children develop feelings and concern for others. ○ How children learn to express themselves, emotions like anger, excitement, fear, etc. and how they control these emotions. ○ How people see themselves (self-concept) and how we value ourselves (self-esteem). • 0-6 months <ul style="list-style-type: none"> ○ Gross motor - moves head from side to side, can roll over onto front ○ Fine motor - is interested in watching hands, can hold a rattle, can reach out for a small toy ○ Cognitive - freezes on hearing a soft sound, is more alert recognises voices ○ Communication and language - makes cooing sounds, smiles on hearing a familiar voice ○ Emotional, behavioural and social - stares at a human with interest, enjoys being held, in discriminative attachments • 6-12 months <ul style="list-style-type: none"> ○ Gross motor - can set up unsupported, can pull up to a standing position ○ Fine motor - use the pincer grasp, points to objects using index finger ○ Cognitive - looks for things out of sight, will repeat actions ○ Communication and language - understands the word no, show signs of recognising own name |

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| | <ul style="list-style-type: none"> ○ Emotional, behavioural and social - crying if held by someone they do not know, distress if cannot see primary caregiver, copies gestures <ul style="list-style-type: none"> ● 12-18 months <ul style="list-style-type: none"> ○ Gross motor - can crawl upstairs, can squat down and pick things up ○ Fine motor - uses pincer grasp to pick up small objects, can feed self easily with spoon ○ Cognitive - explores objects by putting them in their mouth, are curious about objects and how they work ○ Communication and language - communicates by pointing, has up to 6 words, understands simple requests example get shoes ○ Emotional, behavioural and social - play alone, insists on immediate attention, can copy adults ● 18-24 months <ul style="list-style-type: none"> ○ Gross motor - can run, can use sit and ride toys ○ Fine motor - can draw dots and circles, can put on Velcro shoes ○ Cognitive - recognise itself in mirror, can remember things that happened in the past ○ Communication and language - can have up to 50 words, use two worded sentences ○ Emotional, behavioural and social - tantrums are common, can be distracted easily, parallel plays ● 2-3 years <ul style="list-style-type: none"> ○ Gross motor - can kick a large ball, can steer and pedal a tricycle ○ Fine motor – holds pencil using tripod grass, establishes a hand preference ○ Cognitive - can point to a photo of self, can complete a puzzle with 12 pieces ○ Communication and language - can have up to 200 words, asks simple questions, speech is clear ○ Emotional, behavioural and social - plays alongside other children, jealous of other children gaining adults attention, starts to take turns and share ● 3-4 years <ul style="list-style-type: none"> ○ Gross motor - can walk along a line, can kick a ball with some force, can ride a tricycle ○ Fine motor - can button and on button clothes, it's with a knife and fork, can thread beads ○ Cognitive - can recognise and name primary colours, arranges objects into categories ○ Communication and language - uses questions to gain attention, fluent speech ○ Emotional, behavioural and social - can cope with separation from primary caregiver, begins to play with others ● 4-5 years <ul style="list-style-type: none"> ○ Gross motor - can run and avoid obstacles, can throw a large ball ○ Fine motor - can form letters, writes own name ○ Cognitive - can count accurately up to 10, can understand the need for rules ○ Communication and language - uses complex sentences, uses language to argue |
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| | <ul style="list-style-type: none"> Emotional, behavioural and social - close friendships develop, behaviour is mostly cooperative |
| <p>2. Understand the importance of providing an environment which encourages exploration and discovery.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Understanding of a learning environment - one that provides learners with the tools and opportunities to develop. Understanding of different learning environments <p>Some may come from outdoor/nature based:</p> <ul style="list-style-type: none"> Gardens and digging patches Forests Natural materials e.g. stones, bark, flowers, leaves Sensory exploration e.g. water play or sandpit Parks Beaches <p>Some may come from indoor/material based:</p> <ul style="list-style-type: none"> Loose parts play e.g. sticks, feathers, leaves A treasure basket Arts and crafts e.g. slime, playdough Construction e.g. building blocks Dramatic play e.g. role play Sensory exploration e.g. bins filled with rice, beans, water beads Reading area <ul style="list-style-type: none"> Develop understanding how each learning environment is important by linking to previous learning outcome. Understanding of how the learning environment encourages exploration and discovery. <ul style="list-style-type: none"> Exploratory learning, whilst requiring adult supervision and safety management, should enable children to explore items or spaces freely, with plenty to choose from; deciding what captures their attention and they find interesting such as New objects, textures, shapes, spaces, + use of technology aids sensory stimulation Promotes curiosity, independence, creativity; imagination, positive risk taking etc. while also catering to the unique needs and goals of each individual child |
| <p>3. Understand the role of different senses in learning development in children.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Understanding of the five main senses <ul style="list-style-type: none"> Touch Taste Sight Smell Hearing Understanding of how each sense might be encouraged within the early years setting and how it benefits learning: Sight: Use visual aids such as pictures, colour, diagrams, videos to understand concepts and information. <ul style="list-style-type: none"> Helps children and adults to observe, identify objects, and understand their environment and how it works. |

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| | <ul style="list-style-type: none"> • Hearing: Use auditory aids such as music, songs, rhymes, stories or sound effects to reinforce concepts and information. <ul style="list-style-type: none"> ○ Supports language development, communication, and the ability to process information from a variety of sources, such as practitioners and friends • Smell: Through our sense of smell, children are able to smell pleasant and unpleasant odours, such as foods; differentiate between smells, recognise familiar smells and be alert to danger. <ul style="list-style-type: none"> ○ Directly connected to the brain's emotional and learning centres, and can evoke strong memories and influence emotions, thus impacting focus and attention. • Taste: Use aids such as fruits, vegetables, snacks, drinks, to motivate, children learn to differentiate between the four basic tastes - sweet, sour, salty, bitter. <ul style="list-style-type: none"> ○ Works with smell to provide information about objects and food, helping to build a comprehensive understanding of the world and even encourage trying new foods. • Touch: With the use of materials, textures, or temperature through the sense of touch children learn to feel pain and pleasure, feel light or deep pressure, understand temperature, explore the tactile qualities of an object or environment. <ul style="list-style-type: none"> ○ Crucial for developing fine motor skills and understanding textures, which helps with cognitive tasks and problem-solving. |
| <p>4. Understand how adults impact on children's learning.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understanding of how adults support children's learning • Positive interactions and relationships <ul style="list-style-type: none"> ○ Responsive Communication: talking, listening, asking open-ended questions helps develop a child's language and cognitive skills. ○ Warm & Supportive Relationships: Nurturing, positive interactions build a secure foundation for learning, making children happier, healthier, and more confident. ○ Valuing Children's Interests: Adults can support learning by responding to children's current thinking and linking new ideas to what they already know. • Structured & Playful Learning <ul style="list-style-type: none"> ○ Guided Play: Participating in playful activities with children can improve their understanding of concepts and develop cognitive skills. ○ Adult-Led Activities: Planned activities, such as reading or art projects, introduce new knowledge, develop specific skills, and help children meet learning goals. ○ Enriching the Environment: Providing stimulating activities gives children the opportunities to explore and learn effectively. • Role Modelling & Skill Building <ul style="list-style-type: none"> ○ Showing Strategies: Adults can model problem-solving and thinking strategies, showing children how to learn and approach challenges. ○ Supporting playing and learning with other children: Encouraging children to learn together and from each other aids their social-emotional skills. |

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| | <ul style="list-style-type: none"> ○ Reading Together: Consistent reading with a child is linked with improved language and numeracy, as well as socio-emotional skills, providing lifelong benefit. |
| <p>5. Understand how environmental, physical, social, cultural and genetic factors can influence a child’s development.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Understanding of environmental factors may include: <ul style="list-style-type: none"> ○ Homelessness, ○ Poor housing conditions ○ Noisy neighbours ○ Pollution ○ Climate ○ Education ○ Air/water quality ○ Family income ○ Parental education/occupation ● Understanding of physical and genetic factors may include: <ul style="list-style-type: none"> ○ Genetic conditions ○ Sensory disabilities ○ Physical disabilities, ○ Illness and disease, ○ Diet and nutrition, ○ Physical activities/exercise ● Understanding of social factors may include: <ul style="list-style-type: none"> ○ Beliefs ○ How children are raised ○ Roles played by men and women ○ Language ○ Traditions ○ Music ○ Sports ○ Friends ● Understanding of how these factors may influence child development |
| <p>6. Recognise the role of professionals in enhancing children’s learning development.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Understanding of range of professional roles within children’s development <p>Some examples may include:</p> <ul style="list-style-type: none"> ● Nursery teacher ● Classroom assistant ● Early Years Practitioner ● Psychologist ● Physiotherapist ● Speech and language therapist ● Occupational therapist ● Paediatrician ● Health visitors ● SENCO ● Understanding their role in supporting children’s learning and development. |

10.19 Understanding Pregnancy and the Newborn Baby

| Title | Understanding Pregnancy and the Newborn Baby |
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| Level | Two |
| Credit Value | 5 |
| Guided Learning Hours (GLH) | 40 |
| OCN NI Unit Code | CBE935 |
| Unit Reference No | Y/618/2561 |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand pregnancy, labour, care of newborn infants and the importance of post-natal care. | |
| Learning Outcomes | Assessment Criteria |
| 1. Understand the male and female reproduction systems, conception and contraception. | 1.1. Illustrate the male and female reproduction systems. 1.2. Illustrate the female menstrual cycle and the process of conception. 1.3. Compare at least three different methods of contraception including the advantages and disadvantages of each. |
| 2. Understand the signs, stages and possible complications during pregnancy. | 2.1. Describe the signs of pregnancy and how it is confirmed. 2.2. Illustrate the stages of pregnancy from embryo to full foetal development. 2.3. Explain the functions of the following: a) placenta b) amniotic sac and fluid c) cervix d) umbilical cord 2.4. Describe possible complications that may occur during pregnancy. |
| 3. Understand the importance of maintaining a healthy diet and lifestyle during pregnancy. | 3.1. Explain why it is important to maintain a healthy diet and lifestyle during pregnancy including: a) foods that should be avoided b) the possible impact of alcohol consumption, drug taking and smoking on the unborn baby |
| 4. Understand the physical and emotional changes during pregnancy and childbirth. | 4.1. Describe the physical and emotional changes that take place during pregnancy and childbirth. 4.2. Explain the functions of the following hormones during pregnancy and childbirth: a) progesterone b) oxytocin c) oestrogen d) prolactin |
| 5. Understand the purpose of antenatal care and the role of health professionals. | 5.1. Describe the role of health professionals during pregnancy and birth. 5.2. Describe the importance of antenatal care and associated tests. |

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| 6. Understand the stages of labour, types of pain relief and the role of a birthing partner. | 6.1. Illustrate the three stages of labour. 6.2. Compare different types of pain relief available during labour. 6.3. Explain the following types of delivery including: a) forceps b) caesarean c) breech d) induction e) ventouse extraction 6.4. Describe the role of a birthing partner. |
| 7. Understand the appearance and physical condition of a newborn baby, reflexes and the importance of postnatal care for both mother and baby. | 7.1. Describe the appearance and physical condition of a newborn baby. 7.2. Describe the following reflexes exhibited by a newborn baby: a) sucking and swallowing b) rooting c) grasping d) moro and startle e) stepping 7.3. Describe the physical and environmental needs of a newborn. 7.4. Describe the importance of postnatal checks for mother and baby. 7.5. Describe the symptoms of postnatal depression and the support available for new mothers. |

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

| Assessment Method | Definition | Possible Content |
|------------------------------------|---|--|
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Understanding Pregnancy and the Newborn Baby |
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| <p>1. Understand the male and female reproduction systems, conception and contraception.</p> | <p>Scope <u>Pregnancy Book 2025.pdf</u> - new publication and relevant to NI.</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of reproductive system • Explore aspects of the reproductive system using labelled images • Concept of menstrual cycle • Break down into stages: <ul style="list-style-type: none"> ○ Menstrual phase (Day 1 – 5) <ul style="list-style-type: none"> ○ Begins on the 1st day of menstruation. ○ The uterus sheds its inner lining of soft tissue. ○ Blood vessels exit the vagina in menstrual fluid. ○ 10ml to 80ml blood loss is considered normal. ○ Abdominal cramps may be experienced due to contraction of uterine and abdominal muscles expelling fluid. ○ Follicular phase (Day 6 – 14) <ul style="list-style-type: none"> ○ The egg cell matures, and its follicle secretes a hormone that stimulates the uterus to develop a lining of blood vessels and soft tissue called endometrium. ○ When bleeding stops, the uterine lining prepares for the possibility of a pregnancy. ○ The uterine lining becomes thicker and enriched in blood and nutrients. ○ Ovulation phase (Day 14 – 25) <ul style="list-style-type: none"> ○ Around day 14, an egg is released from one of the ovaries and begins its journey down the fallopian tubes to the uterus. ○ If sperm are present in the fallopian tube at this time, fertilisation can occur. ○ In this case the fertilised egg will travel to the uterus and attempt to implant in the uterine wall. ○ Luteal Phase (Day 25 – 28) <ul style="list-style-type: none"> ○ The egg cell released during the ovulation phase stays in the fallopian tube for 24 hours. ○ If a sperm cell does not fertilize the egg cell or implantation within that time, the egg cell disintegrates. ○ Hormonal changes signal the uterus to prepare to shed its lining, and the egg breaks down and is shed along with lining. ○ The hormone that causes the uterus to retain its endometrium gets used up by the end of the menstrual cycle. This causes the menstrual phase of the next cycle to begin. • Concept of contraception • Examples to cover: <ul style="list-style-type: none"> ○ Condoms ○ Contraceptive pill ○ Contraceptive implant ○ Contraceptive injection ○ Intrauterine Device (IUD) ○ Diaphragm ○ Contraceptive patch |

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| | <ul style="list-style-type: none"> ○ Vaginal ring ○ Emergency pill ○ Vasectomy ● Identify advantages and disadvantages of all |
| <p>2. Understand the signs, stages and possible complications during pregnancy.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Concept of a sign of pregnancy ● Most common early signs to cover: <ul style="list-style-type: none"> ○ Missed period ○ Nausea with or without vomiting ○ Food aversions and cravings ○ Fatigue ○ Moodiness or feeling emotional ○ Bloating ○ Increased urination ○ Tender and/or swollen breasts ○ Constipation ○ Cramps ○ Vaginal discharge ○ Spotting ● Less common early signs to cover: <ul style="list-style-type: none"> ○ Headaches ○ Nasal congestion ○ Dizziness ○ Metallic taste ○ Smell sensitivity ○ Basal body temperature changes ● Tests to confirm pregnancy include: <ul style="list-style-type: none"> ○ Urine test ○ Blood test ○ Internal examination ● Explore the stages of pregnancy from embryo through to development of full foetus highlighting how the baby develops in each trimester. <ul style="list-style-type: none"> ○ 1st stage (1st trimester) 1 – 12 weeks. <ul style="list-style-type: none"> ○ The baby begins life as a ball of cells. Some cells become an embryo and some form the placenta. ○ The placenta attaches to the womb and is linked to the baby by the umbilical cord. ○ Oxygen, nutrients, and hormones from the mother’s blood pass through the placenta and umbilical cord into the baby. The baby’s waste products pass back into the mother’s blood, so they can get rid of them. ○ During the first few weeks, the baby’s organs and body parts start to form. ○ The cells that create the baby’s heart start making beating movements and the heartbeat can be detected during an ultrasound scan around week six of pregnancy. ○ By week 12 the baby is starting to look more like a little person. ○ 2nd stage (2nd trimester) 13 – 27 weeks <ul style="list-style-type: none"> ○ At this stage the baby can hear some sounds and by week 20 their digestive system is working. |

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| | <ul style="list-style-type: none"> ○ The baby’s skin will be wrinkled and covered with a greasy substance and fine hair called lanugo. They’ll sleep and wake regularly and may start to kick and stretch. Their sucking reflex is developing, and they may even suck their thumb. ○ The sex of the baby can be determined at the 20-week screening scan. ○ From 24 weeks the baby has a chance of surviving if they’re born prematurely however, their chance of surviving improves the longer they stay inside the womb. <ul style="list-style-type: none"> ○ 3rd stage (3rd trimester) 28 – 40 weeks. <ul style="list-style-type: none"> ○ The baby puts on weight and stores fat ready for when they’re born. Their skin starts to smooth out and they lose their coat of fine hair (lanugo). ○ The baby will continue to move a lot. ○ They usually turn into a head-down position by week 36, ready for birth. And, in the last few weeks, they tend to drop lower into your pelvis. <ul style="list-style-type: none"> • Understand the functions of the following: <ul style="list-style-type: none"> ○ Placenta <ul style="list-style-type: none"> ▪ Provides oxygen and nutrients to your growing baby. ▪ Removes waste products from your baby's blood. ○ Amniotic sac <ul style="list-style-type: none"> ▪ A tough but thin transparent sac that surrounds and protects the growing foetus. ○ Amniotic fluid <ul style="list-style-type: none"> ▪ provides protection to the foetus. ▪ Maintains the foetal temperature. ▪ Acts as a cushion to external trauma ▪ Allows the free movement and growth of the foetus. ○ Cervix <ul style="list-style-type: none"> ▪ During pregnancy, the cervix is very thick and firm. It needs to be like this to create an air-tight seal to maintain the duration of the pregnancy. ▪ This is to seal off the womb, baby and its placenta from the vagina. ○ Umbilical Cord: <ul style="list-style-type: none"> ▪ The umbilical cord transfers the baby’s blood back and forth, between the baby and the placenta. It delivers nutrients and oxygen to the baby and removes the baby’s waste products. <ul style="list-style-type: none"> • Explore possible complications that may occur during pregnancy <ul style="list-style-type: none"> ○ Common complications: <ul style="list-style-type: none"> ▪ Severe nausea and vomiting. ▪ Iron deficiency anaemia. ▪ High blood pressure. ▪ Gestational diabetes. ○ Severe complications: <ul style="list-style-type: none"> ▪ Preeclampsia ▪ Preterm labour ▪ Pregnancy loss / Miscarriage ▪ Stillbirth |
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| <p>3. Understand the importance of maintaining a healthy diet and lifestyle during pregnancy.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of a healthy diet and lifestyle <ul style="list-style-type: none"> ○ Can include: <ul style="list-style-type: none"> ▪ Balanced diet ▪ Essential nutrients – folic acid, calcium, iron, protein ▪ Maintaining a healthy weight ▪ Regular physical activity ▪ Avoiding harmful substances – alcohol, excessive caffeine, drugs, smoking • Foods to avoid during pregnancy may include: <ul style="list-style-type: none"> ○ Raw or undercooked fish, shellfish, and meat ○ Raw or undercooked eggs ○ Unpasteurised dairy ○ Soft cheeses e.g. brie ○ Liver and liver products ○ Cured meats ○ Ready-made salads ○ Cooked – chill products • Impacts of lifestyle choices to avoid during pregnancy may include: <ul style="list-style-type: none"> ○ Drinking alcohol – may lead to miscarriage, stillbirth and can increase risks to the baby’s long-term physical and mental health as well as ability to learn. ○ Smoking – lowers oxygen available to the baby, increases the chances of respiratory problems for the baby and other defects. It can impact the baby’s heart rate and chances of miscarriage and stillbirth. ○ Drug use – increases risk of miscarriage, stillbirth and infant death syndrome (SAD). The baby can be born prematurely and can be born with developmental problems and be dependent on drugs. |
| <p>4. Understand the physical and emotional changes during pregnancy and childbirth.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of physical and emotional • Physical changes that may occur during pregnancy may include: <ul style="list-style-type: none"> ○ Nausea ○ Tired ○ Body aches ○ Stretch marks ○ Weight gain ○ Growing stomach ○ Sore and growing breasts • Emotional changes that may occur during pregnancy may include: <ul style="list-style-type: none"> ○ Mood swings ○ Heightened sense of emotions ○ Happiness ○ Excited to be growing a family ○ Anxiety ○ Irritability ○ Sadness • Physical changes that may occur during childbirth may include: <ul style="list-style-type: none"> ○ Contractions |

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| | <ul style="list-style-type: none"> ○ Back pain and pressure ○ Water breaking ○ Increased blood volume ○ Haemorrhoids ○ Breast changes ○ Diarrhoea ○ Nausea ○ Fatigue ○ Increase in body temperature ○ Sweating <ul style="list-style-type: none"> ● Emotional changes that may occur during childbirth may include: <ul style="list-style-type: none"> ○ Joy ○ Excitement ○ Feeling of pride ○ Sense of peace ○ Increased confidence ○ Fear ○ Anxiety ○ Sadness ○ Low mood ○ Distress ○ Trauma <ul style="list-style-type: none"> ● Explore the functions of the following hormones during pregnancy and childbirth: <ul style="list-style-type: none"> ○ Progesterone ○ Oxytocin ○ Oestrogen ○ Prolactin |
| <p>5. Understand the purpose of antenatal care and the role of health professionals.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Concept of a health professional ● Explore possible health care professional’s expectant mothers may see during pregnancy. ● Examples may include: <ul style="list-style-type: none"> ○ GP ○ Midwife ○ Obstetricians ○ Sonographer ○ Obstetric physiotherapist ○ Anaesthetist ○ Paediatrician ○ Dietitian ○ Health visitor ● Concept of antenatal care ● Explore associated tests with antenatal care. ● Examples may include: <ul style="list-style-type: none"> ○ Weight and height checks ○ Urine tests ○ Blood pressure ○ Blood tests ○ Ultrasound Scans ○ Anomaly scan – screens for foetal anomalies and placental location ○ Gestational diabetes screening |

6. Understand the stages of labour, types of pain relief and the role of a birthing partner.

Scope

Teaching will cover:

- Concept of labour
- Explore the three stages of labour
- 1st stage – Cervical Dilation
 - This is the longest stage of labour.
 - The cervix thins and opens (dilates) to allow the baby to pass through the birth canal.
 - The cervix dilates from 6cm to 10cm.
- 2nd stage – Foetal Expulsion
 - When the cervix is fully dilated, the mother will feel the urge to push the baby.
 - This stage involves the baby moving through the birth canal and being born.
- 3rd stage – Placental delivery
 - Following the birth of the baby, the uterus continues to contract.
 - The placenta detaches and is delivered.

- Concept of pain relief
- Explore different types of pain relief.
- Examples may include:
 - Gas and air
 - Epidural
 - TENS machine
 - Water immersion
 - Acupuncture
 - Hypnotherapy
 - Natural pain relief – may include birthing ball, walking, massage and breathing techniques
- Identify advantages and disadvantages of each to allow comparison.

- Explore the different types of delivery:
 - Forceps
 - Caesarean
 - Breech
 - Induction
 - Ventouse extraction

- Concept of a birthing partner
- Physical role of the birthing partner
 - Massage
 - Back support
 - Providing sips of water
 - Keeping the mother cool – damp cloth
 - Helping change position
 - Aiding breathing
- Emotional role of the birthing partner
 - Positive affirmation
 - Listening to the mother
 - Staying calm
 - Advocacy
 - Encouragement

7. Understand the appearance and physical condition of a newborn baby, reflexes

Scope

Teaching will cover:

- Explore the appearance of a newborn baby

and the importance of postnatal care for both mother and baby.

- Aspects to explore may include:
 - Colour
 - Molding
 - Vernix
 - Lanugo
 - Milia
- Concept of reflexes
- Explore the following reflexes exhibited by a newborn:
 - sucking and swallowing
 - rooting
 - grasping
 - Moro and startle
 - stepping
- Concept of physical and environmental needs
- Physical needs may include:
 - Feeding
 - Sleeping
 - Hygiene
 - Clothing
 - Health care
 - Burping/winding
 - Warmth
 - Sensory stimulation
 - Activity
- Environmental needs may include:
 - Safety
 - Comforting
 - Warmth
 - Nurturing stimulation
 - Calm and quiet atmosphere
 - Time for bonding / attachment
 - Reduced exposure to toxins e.g. smoke, cleaning products, pesticides, mould
- Concept of postnatal checks
- Importance of postnatal checks for the mother may include:
 - Checking uterus is shrinking to pre-baby size
 - Check caesarean section is healing well (if applicable)
 - Check volume of bleeding after birth
 - Provide breastfeeding support – any difficulties or symptoms
 - Check urine
 - Check blood pressure
 - Addressing emotions – any worries, concerns, anxious thoughts, depression
 - Importance of good nutrition
 - Recommend appropriate physical activity
- Importance of postnatal checks for the baby may include:
 - Check development of baby
 - Early detection of health issues
 - Growth – height, weight and head circumference
 - Breathing rate
 - Temperature
 - Colour
 - Detect signs of infection e.g. around umbilical cord
 - Address feeding concerns
 - Address sleeping concerns
- Concept of postnatal depression - [Post-natal Depression Factsheet.pdf](#)

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| | <ul style="list-style-type: none"> • Symptoms of postnatal depression may include: <ul style="list-style-type: none"> ○ A persistent feeling of sadness and low mood ○ Loss of interest in the world around you ○ Lack of energy and feeling tired all the time ○ Trouble sleeping at night and feeling sleepy during the day ○ Feeling that you're unable to look after your baby ○ Problems concentrating and making decisions ○ Loss of appetite or an increased appetite (comfort eating) ○ Feeling agitated, irritable or very apathetic ○ Feelings of guilt, hopelessness, and self-blame ○ Difficulty bonding with your baby ○ Frightening thoughts – for example: hurting your baby ○ Thinking about suicide and self-harm • Types of support available for new mothers • Examples of support may include: <ul style="list-style-type: none"> ○ Health Visitor ○ GP ○ <u>Aware NI - Wellbeing During Pregnancy & Parenthood</u> ○ Sure Start ○ TinyLife ○ Home-Start ○ Support2gether ○ Parenting NI ○ Lifeline ○ Parentline NI • Self-help strategies <ul style="list-style-type: none"> ○ Talking to your partner, friends and family ○ Ask for help and accept help from others ○ Making time for yourself ○ Resting when you can ○ Exercising regularly to boost your mood ○ Eating regular, healthy meals and not going for long periods without eating ○ Not drinking alcohol or taking drugs • Therapy <ul style="list-style-type: none"> ○ Cognitive behavioural therapy (CBT) ○ Interpersonal therapy (IPT) • Medication <ul style="list-style-type: none"> ○ Antidepressants |
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10.20 Work Experience within an Early Years Setting

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| Title | Work Experience within an Early Years Setting | |
| Level | Two | |
| Credit Value | 6 | |
| Guided Learning Hours (GLH) | 48 | |
| OCN NI Unit Code | CBE936 | |
| Unit Reference No | D/618/2562 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to identify, organise, take part in and evaluate a work experience placement within an early years setting | | |
| Learning Outcomes | Assessment Criteria | |
| 1. Know how to identify a suitable work experience placement within an early years setting. | 1.1. Identify types of placement within an early years setting that are appropriate to own self-development. | |
| 2. Be able to organise and prepare for a work experience placement within an early years setting. | 2.1. Carry out the processes required to organise a placement including health and safety and other regulatory requirements. 2.2. Summarise possible learning which may be gained from the placement identifying future opportunities for training and progression. 2.3. Develop an action plan for own personal development within chosen early years work placement. | |
| 3. Be able to carry out activities within work experience placement in an early years setting. | 3.1. Explain the health and safety requirements associated with own role in work experience placement. 3.2. Carry out tasks and activities to the required standard. 3.3. Analyse how own responsibilities contribute to the work of the early year organisation. | |
| 4. Be able to review what has been learned from the early years work experience placement. | 4.1. Summarise what has been learned during the work experience placement. 4.2. Review own personal development plan on completion of work experience placement including influence on own future work choices. | |
| Assessment Guidance | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |

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| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Work Experience within an Early Years Setting |
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| 1. Know how to identify a suitable work experience placement within an early years setting. | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understanding of work experience placement • Identify various types of setting for work experience placement in early years: <ul style="list-style-type: none"> ○ Childminders ○ Day nurseries ○ Home child carers ○ Playgroups and crèches |
| 2. Be able to organise and prepare for a work experience placement within an early years setting. | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understanding the importance of complying with legal and organisational requirements when seeking a placement. • Identify various types of documentation that may be required before starting the placement: • Pupils/young adults on work experience/shadowing placement in a health/social care setting are not required to get an AccessNI check as pupils/young adults on such placements are not qualified or experienced to undertake duties which would constitute regulated activity and should not be left unsupervised with children or adults who may be at risk of harm and/or in need of protection. However, if health and social care settings require an EDC, schools should apply for EDCs through their AccessNI Registered Body in advance of the placement. The EA (as funding authority) funds EDCs for these pupils. Schools/pupils should check if an EDC is required when arranging the placement • Understanding of various aspects of personal and professional development within early years. • Areas that promote ‘professionalism’ on placement e.g. good time management, personal presentation, practical areas to develop own knowledge, skills, confidence etc. • Understanding of training and career progression however, NI does not have one clear pathway. • Use the following for a teacher route: • BA (Hons) EARLY CHILDHOOD STUDIES (FULL-TIME) - Stranmillis University College A College of Queen's University Belfast • CCLD route (Levels 2, 3) and then into management via L5 Leadership for CCLD. Local FHE colleges provide access to these e.g. Future Foundations: Study Early Years Southern Regional College Childcare - P00062-AB - Course - Belfast Met Etc. Childcare Partnerships provide CPD training opportunities Childcare Partnerships Training & Quality • Concept of personal development • Identify various skills and areas of personal development may include: <ul style="list-style-type: none"> ○ Patience ○ Communication ○ Teamwork ○ Flexibility ○ Organisation ○ Time Management ○ Self-Awareness |

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| | <ul style="list-style-type: none"> ○ Problem Solving ○ Positive Attitude ○ Reflection ○ Creativity ○ Self-Belief and Confidence |
| <p>3. Be able to carry out activities within work experience placement in an early years setting.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Concept of health and safety within early years settings ● Identify various ways students can ensure health and safety requirements are met within an early years setting: <ul style="list-style-type: none"> ○ Follow instructions and training: They must comply with all health and safety instructions, information, and training provided by the employer. ○ Take reasonable care: They have a duty to take reasonable care of their own health and safety, as well as that of others who may be affected by their actions. This includes acting sensibly and not putting themselves or others at risk. ○ Use equipment correctly: Do not intentionally misuse any equipment or safety devices. Only operate machinery or use tools after receiving proper instruction and supervision. ○ Report concerns: Promptly report any health and safety issues, accidents, incidents, or "near misses" to their supervisor or placement officer. This allows the employer to investigate and take corrective action. ○ Inform your supervisor: If they are unsure about a task or feel they lack the competence to perform it safely, they must inform your supervisor and ask for clarification or assistance. ● Tasks and activities will be supervised by the teacher or assessor to ensure they are completed to the correct standard ● Understanding of evaluation ● Understanding of how their responsibilities can impact positively or negatively on the early years organisation. |
| <p>4. Be able to review what has been learned from the early years work experience placement.</p> | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> ● Understanding of reflection of personal experience during placement ● Identifying the following: <ul style="list-style-type: none"> ○ Things they have learned ○ Things they did well ○ Things that did not go well ○ What they learned from things not working ○ Something they enjoyed ○ If they are interested in a career in early years and why ● Understanding of purpose of personal development plan ● Understanding of short-term and long-term goals ● Understanding of actions/steps to achieve the goal ● Understanding of support and resources |

10.21 Working within an Early Years Setting

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| Title | Working within an Early Years Setting | |
| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBE937 | |
| Unit Reference No | H/618/2563 | |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the personal attributes and qualities required to work within an early years setting. | | |
| Learning Outcomes | | Assessment Criteria |
| 1. Know the personal attributes and qualities required to work within an early years setting. | 1.1. Summarise the personal attributes and qualities required to work within an early years setting. | |
| 2. Know the different roles and responsibilities of personnel working within an early years setting. | 2.1. Explain the roles and responsibilities of three different job roles within an early years setting including experience and qualifications required for each. | |
| Assessment Guidance | | |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. | | |
| Assessment Method | Definition | Possible Content |
| Portfolio of evidence | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation Learner notes/written work Learner log |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation Learner notes/written work Tutor notes/record Learner log/diary |
| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |

| Learning Outcome | Unit title: Working within an Early Years Setting |
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| 1. Know the personal attributes and qualities required to work within an early years setting. | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Concept of an early years setting • Concept of personal attributes and qualities • Examples may include: <ul style="list-style-type: none"> ○ Genuine interest in children and their development ○ A sense of humour and enjoyment of children ○ Patience ○ Good organisational skills ○ Ability to work as part of a team ○ Creative ○ Initiative and quick thinking ○ Calmness ○ Warmth kindness and empathy ○ Motivation and energy ○ Sensitivity to the needs of families ○ Punctuality and reliability ○ Excellent personal hygiene |
| 2. Know the different roles and responsibilities of personnel working within an early years setting. | <p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Examples of job roles within early years settings: <ul style="list-style-type: none"> ○ Early years teacher ○ Primary school teacher ○ Nursery assistant ○ Nursery manager ○ Teaching assistant ○ Childminder ○ Play therapist ○ Special Educational Needs Coordinator (SENCO) ○ Special Educational Needs teacher ○ Family support worker ○ Learning mentor ○ Social worker ○ Speech and language therapist ○ Educational psychologist • Concept of experience <ul style="list-style-type: none"> ○ Time spent in an early years setting ○ Time spent working / looking after children ○ Level of responsibilities • Concept of qualifications <ul style="list-style-type: none"> ○ Degrees ○ Training ○ Health and safety ○ Safeguarding ○ Working with parents/carers |

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

When delivering and assessing these qualifications, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Quality Assurer to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Quality Assurer prior to the delivery of the qualification.

All units within these qualifications must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2 Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure appropriate internal quality assurance processes are carried out. The Internal Quality Assurer must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Quality Assurer must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Quality Assurers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Quality Assurers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on Internal Quality Assurance practice, please see the 'OCN NI Centre Handbook'. Internal Quality Assurance Training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and Internal Quality Assurance team needs to keep effective records.

- The programme must have an assessment and Internal Quality Assurance plan. When producing a plan, they should consider:
 - the time required for training and standardisation activities
 - the time available to undertake teaching and carry out assessment,
 - consider when learners may complete assessments and when quality assurance will take place
 - the completion dates for different assessment tasks
 - the date by which the assignment needs to be internally verified
 - sampling strategies
 - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
 - how resubmission opportunities can be scheduled.

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- Learner Authentication Declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurer is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of these qualifications. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal quality assurance of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and Internal Quality Assurance

Centres offering these qualifications must carry out internal standardisation activities prior to the claim for certification.

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant Assessor and Internal Quality Assurer documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for these qualifications within 20 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk.

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheet.

It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through [OCN NI](#)

12.3 Charges

OCN NI publishes all up-to-date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

12.5 Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

ANNEXE A

Cross-Curricular Skills at Key Stage 4

Cross-curricular work offers a creative way to develop a learner's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics.

The OCN NI Level 2 Award, Certificate and Extended Certificate in Early Years Learning, Care and Development will support the development of the following cross-curricular skills:

- communication
- using mathematics
- using ICT

Assessors are encouraged, when delivering this qualification, to adopt teaching strategies that maximise the development of cross-curricular skills.

Thinking Skills and Personal Capabilities at Key Stage 4

Thinking Skills and Personal Capabilities encourage learners to think critically and creatively helping them to develop personal and interpersonal skills and dispositions that are essential for functioning effectively in a changing world.

The OCN NI Level 2 Award, Certificate and Extended Certificate in Early Years Learning, Care and Development will support the development of the following Thinking and Personal Capabilities skills:

- Problem Solving
- Self-Management
- Working with others

These skills underpin the curriculum at Key Stage 4, along with the Cross-Curricular Skills of Communication, Using Mathematics and Using ICT.

Assessors are encouraged, when delivering this qualification, to adopt teaching strategies that maximise the development of cross-curricular skills.

OCN NI Level 2 Award in Early Years Learning, Care and Development
Qualification Number: 603/6060/4

OCN NI Level 2 Certificate in Early Years Learning, Care and Development
Qualification Number: 603/6058/6

OCN NI Level 2 Extended Certificate in Early Years Learning, Care and Development
Qualification Number: 603/6059/8

Operational start date: 01 July 2020
Review date: 30 June 2030

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12.6 Appendix 1 - Definition of OCN NI's Assessment Verbs

The following verbs are working definitions of those used in OCN NI assessments with examples of how they can be applied and used in different but equally valid contexts.

| Verb | Definition | Example |
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| Assess | Make an informed judgment in line with given criteria regarding a range of given things or information. | The learner will be expected to actively demonstrate their ability to evaluate and reflect on various aspects of their work be it academic work, job performance or personal goals. |
| Carry out | To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding. | The learner will be expected to comprehend the information, items, or equipment they are required to use. This involves understanding the purpose, function, and relevance of the resources. The learner must carry out tasks using the information, items, or equipment to produce specific results. This involves following procedures accurately and demonstrating the ability to use resources effectively. The learner uses the resources to address challenges and find solutions. This involves planning, organising, and executing tasks in a streamlined manner. |
| Compare | To examine and evaluate the similarities and differences between information, items, or equipment in order to enhance understanding and make informed decisions. | The learner will be expected to identify the specific information, items, or equipment to be compared. This involves selecting relevant subjects for comparison based on the task or objective. The learner analyses the characteristics, features, and attributes of each subject. The learner identifies relevant items, analyses their features, evaluates similarities and differences, and draws conclusions to make informed decisions or solve problems. |
| Create | To bring something into existence through actions. | The learner will be expected to demonstrate their ability to generate something new and original, reflecting their understanding and application of the subject matter. This may be in the context of planning and designing for example. |

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| Define | Description of what a term means and its application i.e. to specify meaning. | The learner will be expected to explain and provide a clear definition of key terms or concepts within a subject area. This may involve describing the meaning of a specific term, concept, or idea and illustrating its application in relevant contexts. The learner should demonstrate understanding by accurately defining terms and their significance or relevance. |
| Demonstrate | To undertake an activity on a system or process showing complex skills and knowledge in more than one familiar and unfamiliar area and/or contexts. | The learner will be expected to demonstrate how to use the features of a cloud-based system process and/or tool to train and validate a machine learning model, requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and understanding. |
| Describe | To paint a full picture of a concept, process or thing in words. | The learner will be expected to explore a concept, process, or object and provide a detailed verbal or written account that includes significant features, characteristics, and relevant details. The learner should be able to demonstrate the ability to convey a comprehensive understanding and include all key components, stages and/or features of concept, process, or object being described. |
| Develop | To create, refine, and advance an item, process, or algorithm from initial concept to a functional and optimized solution. | The learner will be expected to generate an initial concept or idea for the item, process, or algorithm. This involves identifying a problem or need and proposing an innovative solution. This includes gathering relevant information, studying existing solutions, and understanding the requirements and constraints. The learner creates detailed designs and plans for the development. The learner implements the design by constructing the item, executing the process, or coding the algorithm. The learner tests and evaluates the developed solution to ensure it meets the desired objectives and performs as expected. The learner documents the development process, including the initial concept, research, design, implementation, testing, and refinements. |
| Explain | Make clear a given subject matter and / or give reasons for and/or the procedure in a given | The learner will be expected to provide clarity on the subject, outlining the procedure or procedures associated with it, and set out reasons for |

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| | situation or regarding a given subject matter / Setting out purposes or reasons. | its importance and / or significance. The learner will be expected to demonstrate a detailed comprehension of the subject matter. |
| Evaluate | An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole. | The learner will be expected to assess, analyse, and form judgments about a subject, considering its merits, shortcomings, and potential improvements based on evidence and reasoning. |
| Identify | To select and list appropriate items from information that you have been given or collected. | The learner will be expected to review a set of data, information or items, and accurately select and list the required individual elements of data, information or items. The learner should be able demonstrate the ability to filter relevant information from a broader set, showing comprehension and attention to detail. |
| Illustrate | To visually or descriptively depict an item, activity, or process in a clear and detailed manner to enhance understanding and convey information effectively. | The learner will be expected to have a thorough understanding of the item, activity, or process being illustrated. This involves comprehending its components, functions, and overall purpose. The learner must ensure that the illustration is clear and detailed. This involves providing enough information to accurately represent the subject and using appropriate visual, role play or descriptive techniques to enhance clarity. The learner employs effective visual techniques, such as role play, diagrams, charts, sketches, or infographics, to depict the subject. This involves choosing the appropriate method to best convey the information. The learner uses descriptive language to complement the visual elements. This involves providing explanations, annotations, or labels to enhance the understanding of the illustration. The learner ensures that the illustration is accurate and free from errors. |

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| Outline | To give general idea and overview without going into detail. | The learner will be expected to review a topic or concept and provide a brief summary that highlights the main points or key elements, without delving into detailed explanations or analysis. The learner should be able to demonstrate the ability to understand and convey the essence of a subject clearly and concisely. |
| Plan | To create a detailed strategy or roadmap for an activity or process, outlining the necessary steps, resources, and timeline to achieve specific objectives. | The learner will be expected to identify clear and specific objectives for the activity or process. The learner conducts thorough research and analysis to inform the planning process. This includes gathering relevant information, studying existing solutions, and understanding constraints and opportunities. The learner identifies and allocates the necessary resources, such as materials, tools, personnel, and budget. The learner creates a detailed step-by-step plan outlining the tasks and activities needed to achieve the objectives. The learner assesses potential risks and develops strategies to mitigate them. The learner develops a timeline and schedule for the activity or process. The learner documents the planning process and the final plan. This includes recording the objectives, research findings, resource allocations, steps, risk assessments, and timelines to provide a clear and comprehensive guide. |
| Review | To critically evaluate or examine. Carry out analysis of activity and / or information produced, identifying and making changes to improve the activity or information produced. | The learner will be expected to demonstrate their ability to critically engage with material through thorough evaluation or examination using the key steps of understanding, analysis, summarizing and feedback. This may be in various contexts, like academics, work, or even day-to-day tasks. |
| Summarise | To provide a brief account giving the main points of a topic or range of topics. | The learner will be expected to examine a topic or set of information and condense it into a concise summary that captures the essential points, themes, or arguments, without including unnecessary details. The learner should be able to demonstrate the ability to distill complex or extensive information into its core components and present it in a clear |

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| | | and coherent manner focusing on the most significant aspects and omitting extraneous details. |
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