



Qualification Specification for:

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**

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 Extended Certificate in Early Years Learning, Care and Development

Qualification Number: 603/6059/8

Operational start date: 01 July 2020

Operational end date: 30 June 2030

Certification end date: 30 June 2032

Qualification operational start and end dates indicate the lifecycle of a regulated qualification. The operational end date is the last date by which learners can be registered on a qualification. Learners have up to 2 years after this date to complete the qualification and claim their certificate.

All OCN NI regulated qualifications are published to the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>). This site shows the qualifications and awarding organisations regulated by CCEA Regulation and Ofqual.

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Foreword

This document explains OCN NI's requirements for the delivery and assessment of the following regulated qualifications:

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

This specification sets out:

- Qualification features
- Centre requirements for delivering and assessing the qualifications
- The structure and content of the qualifications
- Unit Details
- Assessment requirements for the qualification
- OCN NI's quality assurance arrangements for the qualifications
- Administration

OCN NI will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ocnni.org.uk

This specification is provided online, so the version available on our website is the most up to date publication. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

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About Regulation

OCN NI

Open College Network Northern Ireland (OCN NI) is a regulated Awarding Organisation based in Northern Ireland. OCN NI is regulated by CCEA Regulation to develop and award professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is regulated by Ofqual to award similar qualification types in England.

The Regulated Qualifications Framework: an overview

The Regulated Qualifications Framework (RQF) was introduced on 1st October 2015: the RQF provides a single framework for all regulated qualifications.

Qualification Level

The level indicates the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels (Levels 1-8) supported by three 'entry' levels (Entry 1-3).

Qualification Size

Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in terms of Total Qualification Time (TQT), and the part of that time typically spent being taught or supervised, rather than studying alone, is known as Guided Learning Hours (GLH).

Qualification Features

Sector Subject Area

1.5 Child development and well-being

These qualifications relate to the following National Occupational Standards:

[NOS - Children's Play Learning and Development](#)

Qualifications' Aim

The aim of the OCN NI Level 2 Award, Certificate and Extended Certificate in Early Years Learning, Care and Development qualifications 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 2 Award, Certificate and Extended Certificate in Early Years Learning, Care and Development qualifications 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

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](#)

Grading

Grading for these qualifications is pass/fail.

Qualification Target Group

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.

Progression Opportunities

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.

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.

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

Qualification Support

A Qualification Support pack is available for OCN NI centres within the login area of the OCN NI website (<https://www.ocnni.org.uk/my-account/>), which includes additional support for teachers, eg planning and assessment templates, guides to best practice, etc.

Delivery Languages

These qualifications are available in English only at this time. If you wish to offer the qualifications in Welsh or Irish (Gaeilge) then please contact OCN NI who will review demand and provide as appropriate.

Centre Requirements for Delivering the Qualification

Centre Recognition and Qualification Approval

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

Centre Staffing

Centres are required to have the following roles in place as a minimum, although a member of staff may hold more than one role*:

- Centre contact
- Programme co-ordinator
- Assessor
- Internal Verifier

*Note: A person cannot be an internal verifier for any evidence they have assessed.

Centres must ensure that staff delivering, assessing and internally verifying qualifications are both qualified to teach in Northern Ireland and competent to do so.

Tutors

Tutors delivering the qualification should be occupationally competent, qualified to at least one level higher than the qualification and have a minimum of one year's relevant experience.

Assessors

The qualifications are assessed within the centre and are subject to OCN NI's quality assurance processes. Units are achieved through internally set, internally assessed, and internally verified evidence.

Assessors must:

- be occupationally competent and qualified to at least one level higher than the qualification
- have a minimum of one year's experience in the area they are assessing
- have direct or related relevant experience in assessment
- assess all assessment tasks and activities

Internal Verification

OCN NI qualifications must be scrutinised through the centre's internal quality assurance processes as part of the recognised centre agreement with OCN NI. The centre must appoint an experienced and trained internal verifier whose responsibility is to act as the internal quality monitor for the verification of the delivery and assessment of the qualifications.

The centre must agree a working model for internal verification with OCN NI prior to delivery of the qualification.

Internal Verifiers must:

- have at least one year's occupational experience in the areas they are internally verifying
- attend OCN NI's internal verifier training if not already completed

Internal verifiers are required to:

- support tutors and assessors
- sample assessments according to the centre's sampling strategy
- ensure tasks are appropriate to the level being assessed
- maintain up-to-date records supporting the verification of assessment and learner achievement

Structure and Content

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

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

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

To achieve the OCN NI Level 2 Extended 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.

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

| Unit Reference Number | OCN NI Unit Code | Unit Title | Credit Value | TQT | GLH | Level |
|-------------------------------|------------------|---------------------------------------------|--------------|-----|-----|-------|
| <i>Mandatory units</i> | | | | | | |
| H/618/2532 | CBE917 | Health and Safety in an Early Years Setting | 3 | 30 | 24 | Two |
| K/618/2533 | CBE918 | Safeguarding Children | 3 | 30 | 24 | Two |
| <i>Optional units</i> | | | | | | |
| M/618/2534 | CBE919 | Baby and Young Children Care | 3 | 30 | 24 | Two |
| T/618/2535 | CBE920 | Child Development – Birth to 5 Years | 2 | 20 | 16 | Two |
| A/618/2536 | CBE921 | Children's Social and Emotional Development | 2 | 20 | 16 | Two |

| | | | | | | |
|----------------------------|--------|----------------------------------------------------------|---|----|----|-----|
| M/618/2548 | CBE922 | Creative Activities for Children's Development | 2 | 20 | 16 | Two |
| T/618/2549 | CBE923 | Developing Language and Communication Skills in Children | 2 | 20 | 16 | Two |
| K/618/2550 | CBE924 | Food and Nutrition for Young Children | 3 | 30 | 24 | Two |
| M/618/2551 | CBE925 | Mindfulness and Reducing Anxiety in Children | 2 | 20 | 16 | Two |
| T/618/2552 | CBE926 | Musical Activities for Children | 2 | 20 | 16 | Two |
| A/618/2553 | CBE927 | Outdoor Play Learning for Early Years | 3 | 30 | 24 | Two |
| F/618/2554 | CBE928 | Personal Care and Hygiene within an Early Years Setting | 2 | 20 | 16 | Two |
| J/618/2555 | CBE929 | Physical Activities for Children | 2 | 20 | 16 | Two |
| L/618/2556 | CBE930 | Understand the Principles and Values within Early Years | 2 | 20 | 16 | Two |
| R/618/2557 | CBE931 | Supporting the Physical Needs of Children | 2 | 20 | 16 | Two |
| Y/618/2558 | CBE932 | The Importance of Play in a Child's Development | 3 | 30 | 24 | Two |
| D/618/2559 | CBE933 | Understanding Children's Behaviour | 4 | 40 | 32 | Two |
| R/618/2560 | CBE934 | Understanding How Children Learn | 2 | 20 | 16 | Two |
| Y/618/2561 | CBE935 | Understanding Pregnancy and the Newborn Baby | 5 | 50 | 40 | Two |
| D/618/2562 | CBE936 | Work Experience within an Early Years Setting | 6 | 60 | 48 | Two |
| H/618/2563 | CBE937 | Working within an Early Years Setting | 2 | 20 | 16 | Two |

For reference

RQF Level 2 Descriptors

| <i>Knowledge descriptor (the holder...)</i> | <i>Skills descriptor (the holder can...)</i> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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> |

Unit Details

| 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 settings. | 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. Compare what is meant by hazard and 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 with at least 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. Describe 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. Describe how an infection is spread 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 | | |
| 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 |

| 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 of children. | 1.1. Outline the current legislation, guidelines, policies and procedures for safeguarding children. |
| 2. Understand the roles of different agencies in safeguarding children. | 2.1. Describe the roles of at least three 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) laptop 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. Outline the potential impact of abuse on children's health and development. 4.3. Describe the boundaries of confidentiality and when it may be deemed appropriate to share information. 4.4. Describe what is meant by the term whistleblowing and when and if it may be used. 4.5. Illustrate 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. Summarise own responsibility and accountability when working as an early years practitioner for safeguarding children. |

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 | <p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p> | <p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p> |
| 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 | <p>Record of observation</p> <p>Learner notes/written work</p> <p>Learner log</p> |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | <p>Record of observation</p> <p>Learner notes/written work</p> <p>Tutor notes/record</p> <p>Learner log/diary</p> |
| E-assessment | The use of information technology to assess learners' work | <p>Electronic portfolio</p> <p>E-tests</p> |

| Title | Baby and Young Children Care |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. Describe 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 required equipment and personal care products required for bathing a baby. 2.2 Identify a suitable safe and stable location for baby bath. 2.3 Demonstrate how to bath a baby using correct: a) amount and temperature of water b) technique to support the baby safely c) technique to lather, rinse and pat baby dry |
| 3. Be able to feed babies and young children. | 3.1 Describe 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 routine 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 Identify 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

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 | <p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p> | <p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p> |
| 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 | <p>Record of observation</p> <p>Learner notes/written work</p> <p>Learner log</p> |
| Coursework | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | <p>Record of observation</p> <p>Learner notes/written work</p> <p>Tutor notes/record</p> <p>Learner log/diary</p> |
| E-assessment | The use of information technology to assess learners' work | <p>Electronic portfolio</p> <p>E-tests</p> |

| 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. Describe the stages and key milestones of a child’s development from birth to 5 years and how they may be measured including: a) physical b) cognitive c) language and communication d) social e) emotional and behavioural 1.2. Outline 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 | | |
| 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 |
|--------------|------------------------------------------------------------|---------------------------------|

| | | |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Title | Children's Social and Emotional Development | |
| 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. Describe 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 with at least 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 with at least 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. Describe how play helps promote children's social and emotional development. |
| 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 |

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. Describe why creative development is important to children's learning. |
| 2. Know the activities that support creative development. | | 2.1. Describe at least two 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 | | |
| 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 |

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 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 | |
| Unit purpose and aim(s): 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. Describe 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 on other aspects of a child's development. | |
| 2. Understand the role of the childcare worker and other professionals in promoting language skills. | 2.1. Describe the role of the childcare worker and other professionals in promoting language skills. | |
| 3. Understand the reasons for language delay and communication difficulties in children. | 3.1. Describe with at least two examples the reasons for language delay and communication difficulties in children. | |
| 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 |

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| Title | Food and Nutrition for Young Children | |
| 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. Summarise 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. Illustrate 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. Compare breast feeding to bottle feeding identifying the advantages and disadvantages of each. 4.2. Describe when an infant is ready to start weaning. 4.3. Illustrate 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 | | |
| 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 |

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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. Describe the causes and effects of stress on children. | |
| 2. Be aware of the stages of brain development in children. | 2.1 Illustrate 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 its benefits to a child's development. | |
| 4. Know how to apply mindfulness techniques to reduce stress and/or anxiety. | 4.1 Describe at least three mindfulness techniques and how these may be applied with children. | |
| 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 |

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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 at least two musical activities suitable for each of the following age groups and 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. Create a musical activity or musical game for given age range. 2.2. Describe 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 |

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| Title | Outdoor Play Learning for Early Years | |
| 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. Summarise 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. Summarise at least three barriers to outdoor play and strategies to overcome these. 2.2. Summarise at least three strategies to encourage parental involvement within outdoor play. 2.3. Describe 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 of all needs. | |
| 4. Be able to plan and deliver an effective outdoor play activity. | 4.1. Plan and deliver an effective outdoor play activity outlining the importance of involving children in the planning process and the role of the adult facilitator. | |
| 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 |

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| Title | Personal Care and Hygiene within an Early Years Setting | |
| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBE928 | |
| Unit Reference No | F/618/2554 | |
| Unit purpose and aim(s): 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. Illustrate how to support a child's personal care routine when appropriate to support their independence. 1.3. Describe how a positive environment enables 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 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. Describe the importance of personal hygiene at meal and snack times for both the child and early years practitioner. 2.3. Summarise 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 |

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| Title | Physical Activities for Children | |
| 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. Summarise at least 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 with at least 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. Outline 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 describe a physical activity for a child from birth to 5 years including the age range for which it is suitable. 4.2. Summarise the learning that may take place for the child through the chosen physical activity identified in AC4.1. | |
| 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 |

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| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |
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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. Summarise 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. Describe 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 |

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| Title | Supporting the Physical Needs of Children | |
| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBE931 | |
| Unit Reference No | R/618/2557 | |
| Unit purpose and aim(s): 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 for the development of children from birth to 5 years in relation to their physical needs. |
| 2. | Understand the necessary provision and variations which may occur within different families and cultures. | 2.1. Describe the necessary provision 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: a) signs and symptoms b) treatment. 3.2. Describe key immunisations and how they can protect the body from infections. 3.3. Outline 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 |

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| E-assessment | The use of information technology to assess learners' work | Electronic portfolio E-tests |
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| Title | The Importance of Play in a Child's Development | |
| Level | Two | |
| Credit Value | 3 | |
| Guided Learning Hours (GLH) | 24 | |
| OCN NI Unit Code | CBE932 | |
| Unit Reference No | Y/618/2558 | |
| Unit purpose and aim(s): 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 promotes learning through play. | 1.1. Describe 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. Describe 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 with at least two 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 the parent and early year practitioner 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 |

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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 |

| 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 | |
| Unit purpose and aim(s): 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. Describe 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. Describe what is meant by the term challenging behaviour. 3.2. Describe how to manage at least three different types of challenging behaviour. 3.3. Identify at least three educational theorists and outline their theory 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 at least three possible situations when it would be appropriate to seek support. 4.2 Identify at least three sources of support. | |
| 5. Be aware of activities that may minimise challenging behaviour and promote positive behaviour. | 5.1. Describe at least three activities that may minimise the possibility of children exhibiting 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 |

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| Title | Understanding How Children Learn | |
| Level | Two | |
| Credit Value | 2 | |
| Guided Learning Hours (GLH) | 16 | |
| OCN NI Unit Code | CBE934 | |
| Unit Reference No | R/618/2560 | |
| Unit purpose and aim(s): 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. Illustrate 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 which encourages exploration and discovery and why this is important. |
| 3. | Understand the role of different senses in learning development in children. | 3.1. Describe with at least two examples how different senses can be used to enhance learning development. |
| 4. | Understand how adults impact on children's learning. | 4.1. Describe 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. Describe 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 at least two professionals who may enhance children's learning development and 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 |

| 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 through to development of full foetus. 2.3. Describe 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. Describe 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. Describe 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 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 |

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 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 | |
| Unit purpose and aim(s): 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 the types of placement within an early years setting 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. Identify 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. Assess 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 |

| | | |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 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 |

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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. Describe the roles and responsibilities of at least three 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 |

Quality Assurance of Centre Performance

External Verification

All OCN NI recognised centres are subject to External Verification. External verification visits and monitoring activities will be conducted annually to confirm continued compliance with the conditions of recognition, review the centre's risk rating for the qualification and to assure OCN NI of the maintenance of the integrity of the qualification.

The External Verifier will review the delivery and assessment of this qualification. This will include the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the External Verification report and will inform OCN NI's annual assessment of centre compliance and risk. The External Verifier is appointed by OCN NI.

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 verification

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 verifier documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

Administration

Registration

A centre must register learners within 20 working days of commencement of a qualification.

Certification

Certificates will be issued to centres within 20 working days of receipt of correctly completed results marksheets. 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.

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.

Equality, Fairness and Inclusion

OCN NI has considered the requirements of equalities legislation in developing the specification for these qualifications. For further information and guidance relating to access to fair assessment and the OCN NI Reasonable Adjustments and Special Considerations policies, centres should refer to the OCN NI website.

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 Children's Play, Learning and Development
Qualification Number: 603/6060/4

OCN NI Level 2 Certificate in Children's Play, Learning and Development
Qualification Number: 603/6058/6

OCN NI Level 2 Extended Certificate in Children's Play, Learning and Development
Qualification Number: 603/6059/8

Operational start date: 01 July 2020
Operational end date: 30 June 2030
Certification end date: 30 June 2032

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