

Qualification Guide



NOCN Level 2 Award in Childcare

National Accreditation No. 100/2018/4
NOCN Qualification No. PT2IAQ0001

**A qualification for people
working in partnership
and support roles with
children**



National Open College Network

The National Open College Network (NOCN) is a major awarding body providing a national framework of credit units and national qualifications. NOCN offers a complementary range of national and local services including curriculum development to support local, regional and national demand.

NOCN works with providers, employers, sector bodies and others to develop flexible and responsive credit based awards and qualifications that widen access to lifelong learning and address exclusion, participation and achievement.

The NOCN Credit and Qualification Framework provides opportunities for learners to achieve unit credits and use these to provide a route to full qualifications and further learning. Quality assurance, supported at the point of delivery, underpins all NOCN credit achievement and qualifications.

The NOCN Level 2 Award in Childcare is designed to fit within NOCN's flexible framework. The qualification develops the skills and knowledge that will enable individuals to work effectively in practice.

NOCN, through its Open College Network (OCN's), has over 3,000 Centres across the UK. NOCN approves Centres that can demonstrate the ability to meet national requirements for course delivery and quality assurance to support credit awards and qualifications.

NOCN has wide-ranging experience in centre and programme approval and supports centres locally to ensure all awards are valid and valued.

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1. About the qualification

The NOCN Level 2 Award in Childcare aims to:

- Provide those working with children in a range of contexts, whether in partnership or support roles, with the essential knowledge and skills required for effective working practice.
- Provide access to a national qualification for those working on a part-time, voluntary or community basis.
- Support government initiatives in meeting the Childcare Challenge, and to support lifelong learning.
- Provide an accessible qualification designed for those working with children in partnership and/or support roles that will provide encouragement and a route for progression to more advanced training or work within the sector.
- Support and develop the value base in place for Early Years Child Education.

Guided Learning Hours

The recommended guided learning hours for one unit credit is 10. The total recommended guided learning hours is 120. This is notional learning time based on the credit values assigned to the units, and the number of unit credits required to achieve the qualification. Some learners will be able to achieve these units in a shorter time, other learners, particularly those with literacy requirements will take much longer.

Key Skills

Each unit within the qualification has been mapped to identify where opportunities exist for learners to achieve key skills. In designing activities for unit assessment you will be able to use the mapping to identify which key skills could be addressed through evidence generated by learners. The degree of opportunity in any one unit will depend on centre-specific factors including learning context, teaching and learning strategies and resources.

How the Qualification Relates to Wider Education and Training Issues

| Unit Title | Social, Cultural & Ethical issues | Health & Safety | Equal Opportunities | Environmental Issues | European Awareness/ Legislation |
|---|-----------------------------------|-----------------|---------------------|----------------------|---------------------------------|
| Health and Safety in Childcare Settings | ✓ | ✓ | | ✓ | ✓ |
| Play and Child Development | ✓ | ✓ | ✓ | ✓ | ✓ |
| Partnership in Childcare | ✓ | ✓ | ✓ | | ✓ |
| Strategies for Inclusion and Equal Opportunities in Childcare | ✓ | ✓ | ✓ | | ✓ |

Relationship with national occupational standards

The NOCN Level 2 Award in Childcare is related to the National Occupational Standards (NOS) developed by ENTO, PAULO, TOPPS. It provides a significant amount of knowledge, understanding and skills development that underpins occupational competence in childcare as identified in the NOS for Learning, Development and Support Services for Children, Young People and those who Care for them (December 2003).

Each unit within the qualification has been carefully mapped to the relevant standards against each learning outcome.

Language Requirements

If you have a requirement for this qualification in Welsh, please contact NOCN who will review demand and provide as appropriate. At present this qualification is not offered through the medium of Irish. This will be reviewed if there is evidence of demand.

2. Who is the qualification for?

The NOCN Level 2 Award in Childcare is aimed at adults working in a waged or un-waged capacity with children in a variety of early years and childcare settings.

The minimum age for access to the qualification is 16.

The qualification is particularly suitable for those who:

- Work in either a support or a partnership role with children.
- Work in the voluntary and community sector who may have had few opportunities to achieve work related qualifications.

Restrictions on Learner Entry

The NOCN Level 2 Award in Childcare is designed to provide the widest possible access to learners. Providers of the qualification will need to ensure that entry to the qualification is appropriate to the individual's previous experience and/or qualifications. It is anticipated that all learners will have experienced an orientation programme prior to entry. Whilst it is not essential for learners undertaking this award to be formally employed in childcare, access to a childcare setting is a requirement because certain elements of assessment are undertaken within work based environment.

Centres offering the qualification are advised that all work placement activity should take place only in centres registered in accordance with the statutory regulations and defined by the National Day Care Standards. Under no circumstances should work experience/placement be undertaken outside the regulatory framework.

All centres should also check that employer public liability insurance is held by placement providers. In addition, all candidates must be advised that they will be required to undergo a criminal records disclosure (police check). Centres may undertake this as part of their preparation of candidates for work experience or it may be undertaken by the placement provider. Furthermore, candidates may be required to complete a health declaration form by the placement provider. For placements with a provider registered with OFSTED (day care for children under the age of 8 years) checks may be made with the Protection of Children Act List and DfES List 99.

Centres responsible for offering the qualification should make this information on legal requirements available to candidates at the start of the course leading to the qualification.

Recommended Prior Learning

Learners will need to be able to:

| Level | Intellectual Skills and Attributes | Processes | Accountability |
|-------|--|---|--|
| 2 | <ul style="list-style-type: none"> Apply knowledge with underpinning comprehension in a number of areas Make comparisons Interpret available information Demonstrate a range of skills | <ul style="list-style-type: none"> Chose from a range of procedures performed in a number of contexts, some of which may be non-routine Co-ordinate with others | <ul style="list-style-type: none"> Undertake directed activity with a degree of autonomy Achieve outcomes within time constraints Accept increased responsibility for quantity and quality of output subject to external quality checking |

Progression Opportunities

The NOCN Level 2 Award in Childcare will prepare learners to progress to the appropriate NVQ Level 2 in Early Years, Care and Education or related areas.

It will also provide a springboard to Level 3 Qualifications in Early Years, Childcare, Education and related areas.

The NOCN Level 2 Award in Childcare relates academically to GCSE Child Development, Psychology and Sociology so learners will be able to progress to relevant AS/A Level Qualifications if appropriate.

Learners with Particular Requirements

Assessment within NOCN Level 2 Award in Childcare is designed to be accessible and inclusive. The criterion referenced approach to unit/qualification assessment allows flexibility through an assessment methodology which is deemed appropriate and rigorous for individuals or groups of learners.

If you have learners with particular requirements you should use the guidance in the NOCN Handbook in applying for reasonable adjustments.

3. Achieving the qualification

To achieve the qualification the learner must successfully complete:

4 Mandatory units

The qualification requires achievement of the specified units with no further requirement for additional/summative assessment. Achievement is therefore determined by successful completion of unit assessment.

The methodology for achievement of this qualification is therefore:

- Internally set - against the requirements detailed above for units (Centre)
- Internally assessed (Centre)
- Internally moderated (Centre)
- Externally moderated (NOCN)

4. The qualification units

Unit content can be found at the back of this qualification guide.

| NOCN Unit Code | QCA Accredited Number | Unit Title | Mandatory or Optional | 10 Hour Credit Value | Level | OPUS ID |
|-----------------------|------------------------------|---|------------------------------|-----------------------------|--------------|----------------|
| PL12QQ014 | T/101/2897 | Health and Safety in Childcare Settings | Mandatory | 3 | 2 | AFZ799 |
| PT22QQ002 | A/101/2898 | Play and Child Development | Mandatory | 3 | 2 | AFY970 |
| PT22QQ003 | F/101/2899 | Partnership in Childcare | Mandatory | 3 | 2 | AFY972 |
| AJ22QQ002 | K/101/2900 | Strategies for Inclusion and Equal Opportunities in Childcare | Mandatory | 3 | 2 | AFY973 |

The assessment activities for the units are indicated in the assessment grid table on the individual units.

An explanation of the kind of activity, assessment and evidence expected at the appropriate level is given on the next page

Oral Question and Answer

| | Activity | Assessment | Evidence |
|------------------|--|--|--|
| Level Two | Open and closed questions should be included, covering a number of topics. Learners should be encouraged to expand on their answers. | Assessment by tutor, with a degree of self-assessment. | Evidence could be; tutor records, learner log or audio / video record. |

Written Question and Answer / Test / Exam

| | Activity | Assessment | Evidence |
|------------------|--|---|---------------------------------------|
| Level Two | Open and closed questions should be included, covering a number of areas. Learners should be encouraged to make use of / interpret knowledge rather than just testing recall. May be time limited. | Assessment by tutor or external marker (for exams / tests). | Evidence could be; written responses. |

Report

| | Activity | Assessment | Evidence |
|------------------|---|---|--|
| Level Two | Report could be presented in orally or in written format. Oral presentation should be to a familiar audience. Information should be from a range of sources and activities, should be from familiar or unfamiliar but predictable contexts. Learners should be clear on possible structures for the report and the criteria for achievement. GL = 4 minutes for oral / 500 words for written. Learners should be given guidance on planning and presentation. | Assessment by tutor and / or peers for oral presentation. | Evidence could be; written report with tutor feedback or learner plan for oral presentation with peer and / or tutor feedback. |

Written Description

| | Activity | Assessment | Evidence |
|------------------|--|--|--|
| Level Two | Subjects should allow the application of knowledge in a number of areas and contexts. Written work should be directed but should allow for a degree of autonomy. GL = 500 words. | Assessment through self-assessment and tutor assessment. | Evidence could be; tutor record, learner record, summary of discussion and feedback or completed work. |

Practical Demonstration

| | Activity | Assessment | Evidence |
|------------------|---|---|--|
| Level Two | Practical demonstrations should allow the application of skills and knowledge in several areas and contexts. A degree of learner autonomy should be encouraged within the scope of the demonstration. | Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment. | Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record and learner log. |

Group Discussion

| | Activity | Assessment | Evidence |
|------------------|--|---|---|
| Level Two | Discussions should allow for consideration of several topics covering a number of contexts. The discussion should be directed, but allow for a degree of learner autonomy. | Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment. | Evidence could include; tutor record observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log. |

Reflective Log or Diary

| | Activity | Assessment | Evidence |
|------------------|--|---|---|
| Level Two | The reflection process should be written in a structured format that allows some autonomy in recording. Learners should be asked to record regularly what they have learned and to make judgements on the learning in terms of, for example, usefulness, interest, how it has extended their knowledge / skills, what else they need to learn. | Assessment by learner supported by tutor through tutorials. | Evidence could include; log / diary, tutorial notes and tutor record. |

5. How the Qualification will be assessed

The qualification is awarded to learners who successfully achieve the required units as per the qualification specification, indicated in Section 3. Achieving the qualification.

Unit Assessment

Achievement of units is through internally set, internally assessed and externally moderated assessment activity. Centres devise assessment tasks to meet the specification for assessment detailed for each unit. The activity must meet the standards detailed in the assessment grid provided on each unit. If an assessment method is prescribed, it must be used to assess the unit.

Centre devised assessments will be scrutinised by the external moderator against the unit specification and NOCN Assessment Definitions grid to ensure reliability and validity of assessment. Centres will be required to provide samples for local and national standardisation activity.

Marking Tasks

Each task must be assessed against the identified assessment criteria in the unit and judged to be either achieved or not achieved. Where a series of tasks is set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all tasks in order to achieve the unit credit. Units are either achieved or not achieved.

Recording Achievement

To record a learner's performance in each unit you may use the forms provided in Section 10 of the NOCN Centre Handbook. The form/s should record the learner's performance against the unit assessment criteria evidenced by the task.

Assessment Summary

To achieve the qualification the learner must achieve all the assessment components for the units. No compensation across units is allowed.

6. Offering the qualification

Centres wishing to offer the qualification or units of the qualification should in the first instance contact their local OCN office for information and support. A list of all OCN offices and contacts can be found on the NOCN website www.nocn.org.uk.

Your OCN will advise you on the best and most efficient methods for offering this qualification to learners. All procedures for the use of this qualification or units of this qualification, including approval, registration of learners, moderation, externally set assessment and certification will be completed through your local OCN who will have an identified officer to support your centre. If you have any queries or difficulties at any time you should contact your local OCN office.

Approval to Offer NOCN Qualifications or Units of NOCN Qualifications

If you are a new Centre and wish to offer this qualification to learners there are three easy steps to follow:

- | | |
|---------|--|
| Step 1. | Contact your local OCN office for information and support. |
| Step 2. | Complete the NOCN Centre Approval Process. |
| Step 3. | Follow the guidance in the NOCN Centre Handbook to notify the OCN when you are ready to deliver the qualification. |

Support for Centres

1. Your local OCN will provide ongoing support and advice on the use of NOCN credit and qualifications including the requirements for assessment.
2. Approval should always take place through the normal OCN processes and will be explicitly recorded.
3. All Centres approved to offer NOCN credit and qualifications will be allocated a unique NOCN Centre Number.
4. Each Centre should identify a Centre Officer who will be responsible for NOCN credit and qualifications within the Centre.
5. The Centre Officer must ensure all procedures detailed in the NOCN Centre Handbook operate effectively in the Centre.
6. The Centre Officer is the person responsible for confirming and ensuring that the Centre meets all the NOCN requirements for Centre Approval.
7. The Centre Officer is responsible for ensuring all relevant NOCN documentation is distributed as required within the Centre and that the security requirements for External Assessment are adhered to.

Full details of all NOCN requirements are provided in the NOCN Centre Handbook.

7. How is the qualification quality assured

General Information

All providers wishing to deliver the qualification, or units of the qualification, will need to demonstrate the ability to manage and deliver the units and/or the qualification, including adherence to quality assurance and assessment regulations.

Your local OCN will provide guidance and give support in enabling you to deliver the qualification.

The NOCN standard quality assurance arrangements and requirements include:

- Internal assessment of all assessment tasks and activities.
- Internal moderation.
- External moderation.
- Standardisation.

Details and guidance are provided in the NOCN Centre Handbook.

Recommendation for the Award of Credit

See NOCN Centre Handbook.

Standardisation

NOCN will undertake a process of standardisation annually. Units from the qualification will be selected for standardisation and OCNs will collect assessment materials from Centres each year. OCNs will notify Centres on an annual basis of the required sample and materials for standardisation purposes. **Each Centre offering the specified units is required as part of the Centre Approval Process to contribute assessment materials for standardisation.** Feedback on standardisation will be available to Centres annually through their OCN. National standardisation will establish:

- Statements on the standards for each unit
- Recommendations, advice and guidance for use of the qualification and assessment of units.



NOCN Level 2 Award in Childcare

Accreditation start date: 01/02/2002

Accreditation end date: 31/08/2006

Certification end date: 31/08/2008

Cost of the qualification: £36.00 per learner

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UNIT TITLE: Health and Safety in Childcare Settings

LEVEL: Two

CREDIT VALUE: 3

NOCN UNIT CODE: PL12QQ014

ACCREDITED UNIT NO: T/101/2897

This unit has 7 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1. Understand Health and Safety requirements and procedures in a childcare setting. (2.1.2, 26.2.5, 25.1.2 ¹) | 1.1. Identify key aspects of the Children’s Act and other relevant legislation and/or policies relating to Health and Safety of children. 1.2. Describe why it is important to be aware of the risk assessment for our childcare setting. 1.3. Identify and state clearly own role and responsibilities regarding the Health and Safety of children. 1.4. Outline the lines of reporting appropriate to Health and Safety in a childcare setting. |
| 2. Apply Health and Safety requirements and procedures. (2.1.2, 25.1.2, 2.1.2, 1 3) | 2.1. Identify safety issues for play activities in a childcare setting. 2.2. Identify and apply Health and Safety requirements and procedures in a childcare environment to include requirements for Special Needs, Disability, Health and Hygiene and Safe use of equipment. |
| 3. Understand correct action for accidents and administration of medication. (26.2.5, 25.3.2, 2.1.4) | 3.1. Report, record and take appropriate actions for any accidents accurately and according to correct procedures and within line of responsibility. 3.2. Identify procedures for administration of medication. |
| 4. Understand statutory obligations relating to fire drills. (2.1.2, 26.1.6, 26.2.5) | 4.1. Describe obligations and procedures relating to fire drills. 4.2. Assist in outline fire drills following correct procedures. |

¹ENTO, PAULO, TOPSS NOS for Learning, Development and Support Services for Children, young people and those who care for them. – December 2003

UNIT TITLE: Health and Safety in Childcare Settings

LEVEL: Two

CREDIT VALUE: 3

NOCN UNIT CODE: PL12QQ014

ACCREDITED UNIT NO: T/101/2897

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 5. Recognise signs of abuse/neglect and identify appropriate action. (25.1.2, 25.3.4, 3.3, 28.2.2) | 5.1. List potential signs and symptoms of physical and emotional neglect/abuse. 5.2. Describe own role and responsibility in dealing with potential abuse/neglect. |
| 6. Recognise common infectious illnesses that affect children. (25.1.3, 26.1.6) | 6.1. Identify symptoms of common infectious illnesses that affect children. 6.2. Identify a strategy to raise awareness of common infectious illnesses and protective measures as appropriate to setting, e.g. immunisation, healthcare |
| 7. Understand and demonstrate the importance of personal safety. (2.1.2, 1.3, 1.4, 1.5, 26.1.1, 1.6, 26. 2. 3) | 7.1. Participate in a risk assessment regarding personal safety in a childcare setting. 7.2. Identify appropriate strategies to ensure personal safety in a childcare setting. |

UNIT TITLE: Health and Safety in Childcare Settings

LEVEL: Two

CREDIT VALUE: 3

NOCN UNIT CODE: PL12QQ014

ACCREDITED UNIT NO: T/101/2897

ASSESSMENT INFORMATION

Guidance:

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

The assessment activities for this unit are indicated in the table below:

Key: P = Prescribed – this assessment method *must* be used to assess the unit.
O = Optional – this assessment method *could* be used to assess the unit.

| | | | |
|--|----------|--------------------------------|----------|
| Case study | | Project | |
| Written question & answer/test/exam | O | Role play/simulation | |
| Essay | | Practical demonstration | O |
| Report | | Group discussion | O |
| Oral question and answer | O | Performance/exhibition | |
| Written description | O | Production of artefact | |
| Reflective log / diary | O | Practice file | |

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

| | | | |
|------------------------|---|--|---|
| Key Skill | | Wider Key Skill | |
| Communication | ✓ | Working with others | |
| Information Technology | ✓ | Problem solving | |
| Application of Number | | Improving Own Learning and Performance | ✓ |

UNIT TITLE: Play and Child Development

LEVEL: Two

CREDIT VALUE: 3

NOCN UNIT CODE: PT22QQ002

ACCREDITED UNIT NO: A/101/2898

This unit has 5 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1. Understand the nature and function of play in a childcare setting. | 1.1. Outline the major areas of play for children. 1.2. Describe how play enables children to be active learners. |
| 2. Understand how Early Learning Goals/Desirable Outcomes for Children's Learning (Wales)/Key Stages relate to children's play and development. (56. 3. 3 ¹) | 2.1. Outline the Early Learning Goals/Desirable Outcomes for Children's Learning Before Compulsory School Age (Wales) and/or Key Stages as appropriate to a setting. 2.2. Give an example of how play promotes achievement of these Outcomes/Goals/Stages and development. |
| 3. Identify key stages in the development of children. (56. 1. 1) | 3.1. Outline key stages of development of children. 3.2. Identify factors that may influence a child's development. E.g. disability, culture, gender, socio-economic, language. |
| 4. Understand the importance of providing appropriate resources and play activities for children. (24 3.1, 3.1, 3.3, 3.4, 3.5, 3.6 25. 1. 2, 2.1, 2.2) | 4.1. Plan and provide a play activity or opportunity for a child/children. 4.2. Describe the methods and resources needed for the play activity and how these promote equal opportunities and inclusion. 4.3. Identify the types of play involved in the activity and explain how these promote children's learning and curiosity. |
| 5. Understand the need for a framework for positive behaviour and equal opportunity in play activity situations. (24 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 25 1. 2, 2.1, 2.2) | 5.1. Identify goals and behaviour boundaries for the range of the play activities and opportunities. 5.2. Explain the importance of strategies that promote possible behaviour and equal opportunities. |

¹ ENTO, PAULO, TOPSS NOS for Learning, Development and Support Services for Children, Young People and those who care for them. – December 2003

UNIT TITLE: Play and Child Development

LEVEL: Two

CREDIT VALUE: 3

NOCN UNIT CODE: PT22QQ002

ACCREDITED UNIT NO: A/101/2898

ASSESSMENT INFORMATION

Guidance:

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

The assessment activities for this unit are indicated in the table below:

Key: P = Prescribed – this assessment method *must* be used to assess the unit.

O = Optional – this assessment method *could* be used to assess the unit.

| | | | |
|--|----------|--------------------------------|----------|
| Case study | | Project | |
| Written question & answer/test/exam | O | Role play/simulation | |
| Essay | | Practical demonstration | |
| Report | | Group discussion | O |
| Oral question and answer | O | Performance/exhibition | |
| Written description | O | Production of artefact | |
| Reflective log / diary | | Practice file | |

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

| | | | |
|------------------------|---|--|---|
| Key Skill | | Wider Key Skill | |
| Communication | ✓ | Working with others | ✓ |
| Information Technology | | Problem solving | ✓ |
| Application of Number | ✓ | Improving Own Learning and Performance | ✓ |

UNIT TITLE: Partnership in Childcare

LEVEL: Two

CREDIT VALUE: 3

NOCN UNIT CODE: PT22QQ003

ACCREDITED UNIT NO: F/101/2899

This unit has 5 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 1. Understand the significance of the role which parents/carers play in the lives of their children. (55.2-2,2.4 ¹) | 1.1. Give some examples of the significance of the role which parents/carers play in the lives of their children. |
| 2. Develop an awareness of the context in which families live, including social and cultural environment (17.1.3, 21.1.1) | 2.1. Identify and discuss a range of social and cultural influences on family life. |
| 3. Develop more confidence in effectively communicating with parents/carers, and or other agencies. (40.1.10, 40.2.1, 24.1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7) | 3.1. Demonstrate a range of skills for effective communication with parents/carers, and/or other agencies. |
| 4. Appreciate how communication and relationships can be affected by the pressure of personal circumstances. (40.2.3) | 4.1. Explain how personal circumstances may alter communication and relationships. |
| 5. Be aware of, and understand the importance of confidentiality. (31.2.8, 40.1.5) | 5.1. Demonstrate an appropriate response in a range of circumstances involving confidentiality. |
| 6. Develop an awareness of the roles and responsibilities of him/herself, colleagues and other professional in a given setting. (41.1.1, 40.1.1, 5.2.1, 23.1.1, 2, 3, 4, 5, 6, 7 23. 2.1, 2, 3, 4, 5, 6, 23. 3.1, 2, 2, 4, 5, 6) | 6.1. Identify and explain the role and responsibilities of him/herself, colleagues and other professionals in a given setting. |

¹ ENTO, PAULO, TOPSS NOS for Learning, Development and Support Services for Children, young People and those who care for them. December 2003

UNIT TITLE: Partnership in Childcare

LEVEL: Two

CREDIT VALUE: 3

NOCN UNIT CODE: PT22QQ003

ACCREDITED UNIT NO: F/101/2899

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 7. Understand the term 'partnership' in the context of childcare. (31.1 1.1, 1.4, 31. 2.4, 2.5, 31. 31, 40.1.1 5.1.5, 5.1.7, 5.2.5) | 7.1. Define the principles involved in partnership with parents/carers, and or other agencies. 7.2. Identify possible sources of conflict of interest. 7.3. explain the centrality of the child's well being. |

UNIT TITLE: Partnership in Childcare

LEVEL: Two

CREDIT VALUE: 3

NOCN UNIT CODE: PT22QQ003

ACCREDITED UNIT NO: F/101/2899

ASSESSMENT INFORMATION

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| | | | |
|-------------------------------------|---|-------------------------|---|
| Case study | | Project | |
| Written question & answer/test/exam | | Role play/simulation | |
| Essay | | Practical demonstration | |
| Report | P | Group discussion | O |
| Oral question and answer | O | Performance/exhibition | |
| Written description | O | Production of artefact | |
| Reflective log / diary | | Practice file | |

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

| | | | |
|------------------------|---|--|---|
| Key Skill | | Wider Key Skill | |
| Communication | ✓ | Working with others | ✓ |
| Information Technology | | Problem solving | |
| Application of Number | | Improving Own Learning and Performance | ✓ |

**UNIT TITLE: Strategies for Inclusion and Equal Opportunities in
Childcare**

LEVEL: Two
CREDIT VALUE: 3
NOCN UNIT CODE: AJ22QQ002
ACCREDITED UNIT NO: K/101/2900

This unit has 6 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1. Understand the purpose of an equal opportunities policy and the current legal requirements in relation to disability and learning difficulties for children (24.3.1, 25.3.1 ¹) | 1.1. Describe key features of a equal opportunities policy in a given childcare setting. 1.2. Outline the purpose of an equal opportunities policy in a childcare setting. 1.3. Outline the current key legal requirements relating to disability and learning difficulties for children. |
| 2. Identify examples of equal opportunity issues that may affect children. (24.3.1) | 2.1. Give at least three examples of equal opportunity issues, and describe how these may affect children, e.g. disability, learning difficulties, race, gender, language or socio-economic factors. |
| 3. Use strategies to promote inclusion and participation in childcare setting. (24.1.1, 1.2/ 24.2.1 25.1.2, 1.1, 2.1, 2.2, 3.3, 3.4 40.1.7) | 3.1. Demonstrate strategies that promote inclusion and participation for children in an appropriate context and setting. |
| 4. Understand the importance of providing a suitable environment that takes into account the differing needs of children. (24.1.1, 1.2) | 4.1. Describe ways of providing an accessible and welcoming environment for children and their parents/carers. |

¹ ENTO, PAULO, TOPSS NOS for Learning, Development and Support Services for Children, Young People and those who care for them. – December 2003

**UNIT TITLE: Strategies for Inclusion and Equal Opportunities in
Childcare**

LEVEL: Two

CREDIT VALUE: 3

NOCN UNIT CODE: AJ22QQ002

ACCREDITED UNIT NO: K/101/2900

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 5. Identify a range of resources to support children and promote inclusiveness. (56. 1. 3, 1.2) | 5.1. Give examples of resources that support children's needs in: a) Physical/sensory disability b) Learning difficulties c) Culture d) Gender e) Language |
| 6. Understand the importance of effective communication to promote equal opportunities and inclusiveness in a childcare setting. (241.6, 1.7, 1.3) | 6.1. Demonstrate effective communication with children and parents/carers that promote equal opportunities and inclusiveness in a given childcare setting. |
| 7. Understand the term 'partnership' in the context of childcare. (40.1.1, 2.2, 31. 3.1, 3.2, 3.3, 3.9) | 7.1. Define the principles involved in partnership with parents/carers, and or other agencies. 7.2. Identify possible sources of conflict of interest. 7.3. Explain the centrality of the child's well being. |

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ASSESSMENT INFORMATION

Guidance:

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

The assessment activities for this unit are indicated in the table below:

Key: P = Prescribed – this assessment method *must* be used to assess the unit.

O = Optional – this assessment method *could* be used to assess the unit.

| | | | |
|-------------------------------------|---|-------------------------|---|
| Case study | | Project | |
| Written question & answer/test/exam | | Role play/simulation | |
| Essay | | Practical demonstration | |
| Report | | Group discussion | P |
| Oral question and answer | O | Performance/exhibition | |
| Written description | | Production of artefact | |
| Reflective log / diary | P | Practice file | |

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

| | | | |
|------------------------|---|--|---|
| Key Skill | | Wider Key Skill | |
| Communication | ✓ | Working with others | |
| Information Technology | ✓ | Problem solving | ✓ |
| Application of Number | | Improving Own Learning and Performance | ✓ |