



Handbook

IEC1 – VTCT (Skillsfirst) Skillsfirst Level 1 Award in
Introduction to Employment in Child Care (RQF)

601/3801/4

Version 5

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, ITEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Skillsfirst Level 1 Award in Introduction to Employment in Child Care (RQF)
Qualification number	601/3801/4
Product code	IEC1
Age range	There are no age limits attached to learners undertaking this qualification unless this is a legal requirement of the process or the environment, such as needing special training to use storage equipment.
Total Qualification Time (TQT)	70
Guided Learning (GL) hours	66
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

The Level 1 Award in Introduction to Employment in Child Care (RQF) will enable learners to demonstrate a range of skills and knowledge related to the child care sector to enhance their ability to progress into full-time employment. It will also help build self-confidence and self-esteem and provide them with a greater understanding of the child care environment.

2.2 Progression opportunities

This qualification will also provide the learner with a foundation to enable progression onto the following:

- VTCT (Skillsfirst) Level 2 Certificate in Principles of Care Practice (RQF)
- VTCT (Skillsfirst) Level 2 Certificate for the Children & Young People's Workforce (RQF)

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Skillsfirst Level 1 Award in Introduction to Employment in Child Care (RQF) learners must achieve all mandatory units.

- All Mandatory units Group M
- A minimum of **1** unit from Group O.

The minimum TQT required to achieve this qualification is **70**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
CHI1	Working in early years Settings	1	30	R/504/7505
CHI2	Respecting and valuing children	1	18	M/601/0116

Product code	Unit title	Level	GLH	Unit reference number
Optional units (Group O): A minimum of 1 unit				
CHI3	Child-Minding	1	40	D/504/7443
CHI4	Growth and development of young children	1	18	F/601/3408
CHI5	Practical health and safety when with young children	1	27	H/602/2389
CHI6	Communicating with children	1	30	K/504/7445
CHI8	Introduction to the physical care of babies and young children	1	30	M/506/3159
CHI9	Understanding play for early learning	1	27	F/503/8167
WO73	Building working relationships with colleagues	1	20	D/503/2845

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Skills for Care and Development

The Level 1 Award in Introduction to Employment in Child Care (RQF) is based on the

units developed by Skills for Care and Development who are the sector skills council for people working in early years, children and young people's services, and those working in social work and social care for children and adults in the UK. Their contact details are:

2nd Floor
City Exchange
11 Albion Street
Leeds LS1 5ES
Phone: 01133907666

Email: sscinfo@skillsforcareanddevelopment.org.uk

This handbook provides details, which centres will need to apply in order to assess and internally verify/quality assure the Level 1 Award in Introduction to Employment in Child Care (RQF) and includes the:

- occupational expertise of those who assess performance, and internally verify/quality assure assessments
- continuous professional development
- summary of assessment methods

4.3 Occupational expertise of those who assess performance and internally verify/quality assure assessments

Assessors and internal verifiers (IVs)/quality assurers (IQAs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

Assessors and IV/IQAs should:

- have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying/quality assuring. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying/quality assuring assessment processes and decisions. This could be verified by:
 - curriculum vitae and references
 - possession of a relevant qualification
 - corporate membership of a relevant professional institution
- be prepared to participate in training activities for their CPD
- be employed directly or contractually by the same centre as the learner or
- be acting as a counter signatory on a short-term basis for a maximum period of 18 months, where the assessor/IV has not achieved the relevant award

While the Assessor/Verifier (A/V) and the Assessor/Internal Quality Assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for this qualification. It is strongly recommended, however, that staff must be able to show occupational competence, through mapping their competences and knowledge against the relevant NOS and the assessor and verifier requirements.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier/moderator/quality assurer, but must never internally verify/moderate/ quality assure their own assessments.

4.3.1 Internal verifiers/Quality assurers

The IV/IQA is responsible for the approved centre's assessment quality. Therefore, in addition to the above, IV/IQAs must also:

- provide evidence of knowledge, understanding and application of the regulatory authorities' code of practice
- undertake CPD to ensure that they are working to the current NOS in assessment and verification
- only verify the decisions of assessors which fall within their acknowledged area of technical and occupational competence

4.3.2 Assessors

Assessors should only assess in their area of technical and occupational competence and must be approved by Skillsfirst.

4.4 Employer direct model

Where employers opt for an 'employer direct' model, any qualification requirements for assessors and internal verifiers may be waived.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst may choose between:

- achieving the appropriate approved qualifications for assessment/verification or
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IV/IQAs plan and maintain their CPD.

Centres are expected to support their assessors and IV/IQAs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit.

5.2 Assessment principles

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the External Verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner communicates with a customer whilst engaged in warehousing activities these can be assessed against both warehousing and customer service elements.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and IV/IQAs will be registered with their centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of sources which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's competence and breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can:

- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.3.1 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.3.2 Realistic working environment (RWE)

Assessment of this qualification should ideally be carried out within the workplace, however, where this is not possible learners can be assessed within an approved RWE that replicates a real work setting. Ideally, a RWE should include time pressures, work problems, interruptions, accountabilities and the necessary equipment and materials to do the job. By doing so, sector employers can be confident that competence achieved in an RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment. The number of hours learners work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the Skillsfirst criteria for this purpose.

5.4 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

5.4.1 Simulation

Simulation can be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to a breach of confidentiality or privacy, health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. It should only be used when performance evidence is unlikely to be generated through normal working practices.

5.4.2 Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on candidate's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence. However, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

5.5 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

6 Units

Unit Handbook

CHI1 – Working in early years settings

Unit reference number: R/504/7505

Level: 1

Credit value:3

Guided Learning (GL) hours: 30

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of the range of settings in early years provision. It also provides a knowledge of the roles, responsibilities and possible career progression routes and the core skills required for work routes in early years settings. It also introduces learners to the need to plan their own learning and development in order to prepare for a career within the early years sector.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Know the range of settings in early years provision

LO2 Know the roles, responsibilities and possible career progression routes in early years settings

LO3 Know the core skills required for work in an early years setting

LO4 Be able to plan own learning and development in order to prepare for a career within the early years sector

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Endorsement of the unit by a sector or other appropriate body

This unit has been by Skills for Care and Development, the sector skills council for child care.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the range of settings in early years provision	1.1 Identify the different types of provision for early years
	1.2 Outline the features of different types of early years settings
	1.3 Outline the key services offered in different types of settings

Learning Outcome	Assessment Criteria
LO2 Know the roles, responsibilities and possible career progression routes in early years settings	2.1 Identify key job roles in different types of early years settings
	2.2 Identify the responsibilities of management within an early years setting
	2.3 Describe the nature of the work related to a chosen job role in an early years settings including: <ul style="list-style-type: none"> • likely working patterns • responsibilities • activities undertaken
	2.4 Outline possible progression routes for workers in the sector

Learning Outcome	Assessment Criteria
LO3 Know the core skills required for work in an early years setting	3.1 Identify the core skills required to work in a chosen job role in an early years setting
	3.2 State why these skills are important to the job role

Learning Outcome	Assessment Criteria
LO4 Be able to plan own learning and development in order to prepare for a career within the early years sector	4.1 Identify own existing, relevant skills and areas for development
	4.2 Identify further learning, including qualifications where required, needed to progress into a career in the early years sector

CHI1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CHI2 – Respecting and valuing children

Unit reference number: M/601/0116

Level: 1

Credit value: 2

Guided Learning (GL) hours: 18

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of how to respect and value children and to know the organisations that promote the rights of children.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know how to respect and value children as individuals

LO2 Understand ways to respect and value children

LO3 Know that children have rights

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Endorsement of the unit by a sector or other appropriate body

This unit has been by Skills for Care and Development, the sector skills council for child care.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to respect and value children as individuals	1.1 Give ways to value children as individuals
	1.2 State reasons why children need to be respected as individuals

Learning Outcome	Assessment Criteria
LO2 Understand ways to respect and value children	2.1 Identify ways to communicate with children to ensure that they feel valued
	2.2 Outline behaviour that shows respect and value of children

Learning Outcome	Assessment Criteria
LO3 Know that children have rights	3.1 List organisations that promote the rights of children

CHI2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CHI3 – Child-Minding

Unit reference number: D/504/7443

Level: 1

Credit value: 4

Guided Learning (GL) hours: 40

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of the provision of care, the law and regulations and the equipment required for home-based child care.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Know the law and regulations for child-minding in the home

LO2 Know how to create a safe and healthy environment for home-based child care

LO3 Know the equipment required for child-minding in the home

LO4 Know how to provide care for children in home-based childcare

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Endorsement of the unit by a sector or other appropriate body

This unit has been by Skills for Care and Development, the sector skills council for child care.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the law and regulations for child-minding in the home	1.1 List main regulations and laws affecting child-minding in the home
	1.2 Outline why it is important for child-minders to have policies on: <ul style="list-style-type: none"> • accidents, illnesses and emergencies • behaviour • safeguarding • equal opportunities
	1.3 Give examples of key content that should be included in each policy

Learning Outcome	Assessment Criteria
LO2 Know how to create a safe and healthy environment for home-based child care	2.1 Identify key elements of a safe and healthy environment for children
	2.2 Outline the importance of safe supervision of children in the home
	2.3 Give examples of risks to children in the home environment

Learning Outcome	Assessment Criteria
LO3 Know the equipment required for child-minding in the home	3.1 Identify equipment required for different ages of children cared for in the home
	3.2 Give reasons why key equipment is needed

Learning Outcome	Assessment Criteria
LO4 Know how to provide care for children in home-based childcare	4.1 Outline the importance of child-minders working with parents
	4.2 Give reasons why a routine is important for children in home-based childcare
	4.3 Outline an example of a routine for a child in home based childcare that supports healthy development
	4.4 Give examples of play activities that can be provided in home-based childcare
	4.5 Outline how children can be 'safeguarded' in home based child care
	4.6 Give examples of how to support positive behaviour when child-minding

CHI3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CHI4 – Growth and development of young children

Unit reference number: F/601/3408

Level: 1

Credit value:2

Guided Learning (GL) hours: 18

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of the factors which influence growth and development of children from birth to 5 years 11 months and the support needed to assist in the growth and development of children.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know about factors which influence growth and development of children from birth to 5 years 11 months

LO2 Know how to support growth and development of children

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Endorsement of the unit by a sector or other appropriate body

This unit has been by Skills for Care and Development, the sector skills council for child care.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about factors which influence growth and development of children from birth to 5 years 11 months	1.1 Outline the patterns and stages of growth for children from birth to 5 years 11 months
	1.2 Identify factors which influence growth and development from birth to 5 years 11 months
	1.3 State the importance of diet and exercise for children's growth and development

Learning Outcome	Assessment Criteria
LO2 Know how to support growth and development of children	2.1 Identify activities which promote children's physical development
	2.2 Outline ways to help children to develop communication and language skills
	2.3 Describe ways to encourage children to play socially

CHI4 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CHI5 – Practical health and safety when with young children

Unit reference number: H/602/2389

Level: 1

Credit value: 3

Guided Learning (GL) hours: 27

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of the health and safety guidelines and instructions, including fire safety, which help to keep children safe.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know about health and safety guidelines and instructions

LO2 Know about health and safety equipment which helps to keep children safe

LO3 Know about fire safety when with young children

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Endorsement of the unit by a sector or other appropriate body

This unit has been by Skills for Care and Development, the sector skills council for child care.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about health and safety guidelines and instructions	1.1 Identify health and safety guidance, symbols or instructions on young children's equipment and toys
	1.2 Identify health and safety instructions on cleaning materials which may be found in a house
	1.3 Identify health and safety rules, guidelines or instructions when taking children out: <ul style="list-style-type: none"> • into the street • to the park

Learning Outcome	Assessment Criteria
LO2 Know about health and safety equipment which helps to keep children safe	2.1 List potential hazards to young children in the home
	2.2 Identify safety features to ensure young children stay safe in the home
	2.3 Identify safety equipment or controls which help to keep young children safe: <ul style="list-style-type: none"> • when going out for a walk • when in a car • when in a children's playground

Learning Outcome	Assessment Criteria
LO3 Know about fire safety when with young children	3.1 List fire safety equipment that is recommended to be in a house
	3.2 List possible fire hazards to young children and adults in a house
	3.3 Identify own action to maintain a young child's safety if there was fire in the house

CHI5 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CHI6 – Communicating with children

Unit reference number: K/504/7445

Level: 1

Credit value: 3

Guided Learning (GL) hours: 30

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of the importance of communication to child development and to know about the communication skills needed to effectively speak, question and listen when communicating with children.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Know why communication is important to child development

LO2 Know the elements of communication that are used in communicating with children

LO3 Understand listening skills required to communicate effectively with children

LO4 Know how to ask appropriate questions when communicating with children

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Endorsement of the unit by a sector or other appropriate body

This unit has been by Skills for Care and Development, the sector skills council for child care.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know why communication is important to child development	1.1 Outline ways in which adults' communicating with children can support children's development

Learning Outcome	Assessment Criteria
LO2 Know the elements of communication that are used in communicating with children	2.1 Identify the elements of verbal and non-verbal communication used when communicating with children
	2.2 Describe ways in which adult communication with children differs from communication between adults
	2.3 Describe ways in which adult communication with children is different for different age groups

Learning Outcome	Assessment Criteria
LO3 Understand listening skills required to communicate effectively with children	3.1 Identify the benefits of adults listening to children
	3.2 Describe how to actively listen to children
	3.3 Give examples of ways to acknowledge children's feelings and needs when listening to children

Learning Outcome	Assessment Criteria
LO4 Know how to ask appropriate questions when communicating with children	4.1 Give examples of situations when closed questions are appropriate when communicating with children
	4.2 Give examples of situations when open questions may be appropriate when communicating with children

CHI6 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CHI8 – Introduction to the physical care of babies and young children

Unit reference number: M/506/3159

Level: 1

Credit value: 3

Guided Learning (GL) hours: 30

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of the physical care and nutritional needs and routines of babies and young children, as well as knowing how to support safe and protective environments for babies and young children

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Know the physical care needs of babies and young children

LO2 Know how to support physical care routines for babies and young children

LO3 Know how to support safe and protective environments for babies and young children

LO4 Know the nutritional needs of babies and young children

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Endorsement of the unit by a sector or other appropriate body

This unit has been by Skills for Care and Development, the sector skills council for child care.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the physical care needs of babies and young children	1.1 Identify care needs for babies and young children's: <ul style="list-style-type: none"> • skin • hair • teeth • nappy area

Learning Outcome	Assessment Criteria
LO2 Know how to support physical care routines for babies and young children	2.1 Outline how to treat babies or young children with respect and sensitivity during physical care routines
	2.2 List ways of engaging with babies or young children during physical care routines that make the experience enjoyable
	2.3 Outline the principles of toilet training

Learning Outcome	Assessment Criteria
LO3 Know how to support safe and protective environments for babies and young children	3.1 Describe how to provide a safe and hygienic environment for babies and young people
	3.2 Outline how to safely supervise babies or young children whilst allowing them to explore and develop their skills
	3.3 Identify what to do if concerned about the well-being of babies and young children

Learning Outcome	Assessment Criteria
LO4 Know the nutritional needs of babies and young children	4.1 Outline the nutritional needs of babies
	4.2 Outline the nutritional needs of young children
	4.3 Give examples of healthy balanced meals for young children
	4.4 List nutritional allergies that may be experienced by babies and young children

CHI8 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

CHI9 – Understanding play for early learning

Unit reference number: F/503/8167

Level: 1

Credit value: 3

Guided Learning (GL) hours: 27

Unit aim

The purpose of this unit is to provide learners with the knowledge and understanding of how play activities can avoid stereotyping and discrimination and also how play can help children's learning or development.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the features of a positive learning environment

LO2 Understand how play can help children's learning or development

LO3 Understand how play activities can avoid stereotyping and discrimination

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Endorsement of the unit by a sector or other appropriate body

This unit has been by Skills for Care and Development, the sector skills council for child care.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the features of a positive learning environment	1.1 Identify features of a setting that contribute to a positive learning environment
	1.2 State how these features might help children to learn through the use of play activities and strategies

Learning Outcome	Assessment Criteria
LO2 Understand how play can help children's learning or development	2.1 Outline some ways in which play can help children's learning in each of the following developmental areas: <ul style="list-style-type: none"> • physical • social • emotional • intellectual • linguistic

Learning Outcome	Assessment Criteria
LO3 Understand how play activities can avoid stereotyping and discrimination	3.1 Give an example of stereotyping in play
	3.2 Identify how a given set of materials, resources or activities can challenge stereotyping and discrimination

CHI9 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

W073 – Building working relationships with colleagues

Unit reference number: D/503/2845

Level: 1

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

This unit introduces the learner to the skills needed to interact in a positive and constructive manner with a range of colleagues in the workplace.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know why it is important to get on well with colleagues

LO2 Be able to work with employers and/or managers

LO3 Be able to work with peers in the workplace

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

Colleagues include full-time or part-time colleagues who work a variety of roles and responsibilities within the organisation and may be senior or junior to the employee.

Peers are colleagues who have equal standing or status within an organisation; they may undertake tasks which are the same, similar or different.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know why it is important to get on well with colleagues	1.1 Identify different types of colleagues an employee needs to interact with at work
	1.2 Outline why an employee needs to get on well with each type of colleague

Learning Outcome	Assessment Criteria
LO2 Be able to work with employers and/or managers	2.1 Complete a task as instructed by employers and/or managers
	2.2 Use appropriate language and tone when communicating with employers and/or managers

Learning Outcome	Assessment Criteria
LO3 Be able to work with peers in the workplace	3.1 Use appropriate language and tone when communicating with peers
	3.2 Contribute ideas and opinions in a way that peers find acceptable
	3.3 Carry out their own role or task in line with the agreed or designated expectations of their peers
	3.4 Seek and accept help, guidance and feedback from peers when appropriate

WO73 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

IEC1 Document History

Version	Issue Date	Changes	Role
v5	13/02/2023	Formatting and re-branding. No content amendment.	Data Administrator