

Early Years & Childcare

Induction Framework for Wales

GUIDANCE FOR MANAGERS



Early Years and Childcare Induction Framework for Wales Guidance for Managers

This booklet is divided into two sections:

Section 1 – The Framework and how to use it

Section 2 - How to assess against the Framework

Who is this guidance for?

This guidance is for those responsible for practitioners during an induction period.

The term manager used in this guidance relates to the individual responsible for the practitioner during their induction period.

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SECTION ONE: Guidance for managers – The Framework and how to use it

What is the Early Years and Childcare Induction Framework for Wales?

Induction is the introduction to early years and childcare practice and as such applies to all practitioners working in the early years and childcare sector.

The **Early Years and Childcare Induction Framework for Wales** supports a common understanding to induction in early years and childcare. Use of the induction framework can help to develop and promote a learning culture within organisations and work settings. It sets out learning outcomes that practitioners joining the sector or practitioners moving to a new setting need to meet within the first twelve weeks of employment.

The framework:

- has eight common learning outcomes for practitioners in the early years and childcare sector that identify the knowledge, understanding and skills that practitioners need to demonstrate during their induction period.
- is a generic early years and childcare framework with each learning outcome mapped to mandatory units within the QCF Level 2 Diploma in Children's Care Learning and Development (Wales and Northern Ireland) and QCF Level 3 Diploma in Children's Care Learning and Development (Wales and Northern Ireland).

Why was the Early Years and Childcare Induction Framework for Wales developed?

Building a Brighter Future¹ outlines the need to have a consistent approach to caring for children in the early years. High quality childcare supports the healthy development of children. The Early Years and Childcare Induction Framework was published by the Care Council for Wales as a tool to promote consistency, standardisation and to support the raising of standards in the early years and childcare sector.

What is the purpose and what are the benefits of using the Early Years and Childcare Induction Framework for Wales?

Induction

The framework can be used as a basis for developing or enhancing the induction process within your work setting.

¹ Welsh Government - Building a Brighter Future: The Early Years and Childcare Plan 2013

Furthermore, there is a requirement within the National Minimum Standards for Regulated Childcare² that all practitioners should receive induction training which includes health and safety and child protection policies and procedures during their first week of employment.

The induction framework helps managers to provide effective induction by:

- providing a framework to be used for induction purpose or to inform the setting's own induction programme;
- providing a clear process and tool to audit the skills, knowledge and experience of practitioners and identify their strengths and development needs;
- supporting managers to identify and provide training and development opportunities to enable practitioners to do their job effectively and safely;
- ensuring that induction will be of similar nature across the sector thus providing a benchmark.

The induction framework helps practitioners by:

- making them feel valued;
- ensuring they are safe, competent and knowledgeable;
- providing an opportunity to acquire, develop and strengthen knowledge, skills and understanding essential to early years and childcare practice;
- preparing practitioners for new and changing roles and responsibilities;
- gathering evidence that can be used towards future appropriate qualifications;
- improving working relationships within your own setting;
- providing evidence of transferable skills and knowledge across the sector by providing a benchmark for induction.

Supervision

The induction framework provides a structure and documents to support managers to track a practitioner's progress. It also helps identify any concerns or issues and developmental needs to enable the practitioners to successfully meet the induction framework's learning outcomes. This helps ensure the safety and well being of practitioners and confirms that they are able to fully undertake all aspects of the practitioner's role. The Care Council for Wales have developed a resource to help with supervision and appraisal "Supervising and Appraising Well - a guide to effective supervision and appraisal" <http://www.ccwales.org.uk/supervising-and-appraising-well/>

² National Minimum Standards for Regulated Childcare – Welsh Government March 2012

Qualifications

The induction framework has been designed and mapped to the mandatory units of the within the QCF Level 2 Diploma in Children's Care Learning and Development (Wales and Northern Island) and QCF Level 3 Diploma in Children's Care Learning and Development (Wales and Northern Island) that are on the List of required qualifications to work within the early years and childcare sector in Wales
<http://www.ccwales.org.uk/qualifications>

Progress Log

The log assists managers to trace progress which demonstrates that practitioners have completed, or are undertaking a structured induction.

The Children's Care Learning and Development (CCLD) National Occupational Standards (NOS) have been developed specifically for those working in early years and childcare for the 0-7 age group and can help with assessing the practitioner's progress and help identify and fill skills gaps.

Who is the Early Years and Childcare Induction Framework for Wales for?

Regardless of whether they are employed full time, part time, sessional or as a volunteer, the induction framework should be completed by any practitioner who is:

- new to the early years sector;
- new to an organisation;
- undertaking a new role;
- may also be useful for those returning after a career break e.g. maternity or long term sick leave.

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Practitioners new to the early years sector

Practitioners new to the early years sector should undertake and complete planned learning and be assessed on all eight learning outcomes of the induction framework.

Practitioners new to an organisation or setting

Practitioners who are new to the organisation or setting may not need to complete the full induction framework. Evidence of successful achievement of a relevant qualification and/or induction programme can act as a 'passport' and give managers confidence that some areas of induction common to all workplaces have already been covered.

Consideration should also be given to qualifications gained abroad and comparability of qualifications should to be taken into account by, for example, contacting appropriate bodies (e.g. **UK NARIC** <http://www.ecctis.co.uk/naric/default.aspx>) which recognise these qualifications in the UK, and helping identify learning outcomes achieved by those qualifications.

The care Council have developed a guide - *QCF Qualifications Across Boundaries* which outlines the qualifications that are accepted as equivalent to those named for workers in Wales. <http://www.ccwales.org.uk/qualifications/>

Managers can use the induction framework to satisfy themselves which learning outcomes have already been met. There is a section in the progress log (Recording Assessment) where this evidence can be recorded and signed off by managers. If the practitioner does not hold a relevant qualification that would directly cover the areas identified for induction, managers should consider fully the applicability of the practitioners past experience. Practitioners new to a setting will however still need to meet those learning outcomes that are specific to that workplace for example, those relating to policies, procedures and working practices or specific service settings.

Practitioners undertaking a new role

It is good practice to consider the learning needs of **all** practitioners. Practitioners who have completed an induction and/or already hold relevant qualifications will also benefit from the opportunity to refresh their learning and keep their knowledge and skills up to date.

Practitioners with previous experience in a different sector

It is important that these individuals should complete the Learning Outcomes specific to the new setting in which they are now working and they may be able to evidence transferrable knowledge.

How to put the Early Years and Childcare Induction Framework for Wales into practice

Timeframe

It is important that the process is rigorous. However, it also needs to be acknowledged that practitioners are required to absorb a substantial amount of information in a short time period, to demonstrate that they have understood and can apply quite complex concepts. It is important to remember that assessing practitioners' understanding of their new working environment needs to take account of what is often a "steep learning curve" which can take some individuals longer to achieve than others.

The induction framework's learning outcomes are designed to be met through planned learning within the first twelve weeks of employment for all practitioners and volunteers. Some areas will need to be covered early on within the practitioners induction whilst other outcomes may be covered later on within the induction process. Managers need to take into account that whilst many practitioners might complete induction in less than 12 weeks, some may need the full period. This should be managed according to their individual needs.

Learning outcomes

A learning outcome is simply a statement of what a learner knows, understands and is able to do on completion of a learning process. The induction framework is a set of learning outcomes and the practitioners need to meet these learning outcomes to successfully complete the framework. The induction framework's learning outcomes can be achieved in any order but require planned learning.

Planned learning

Identifying your learning needs includes:

- Establishing your existing knowledge, skills and experience;
- Evaluating own knowledge, skills and experience against standards that lay down the benchmarks for your role. These could be things such as:
 - National Occupational Standards (NOS)
 - National Minimum Standards (NMS)
 - Your job description / person specification
 - Work objectives set by your organisation or setting to meet their business needs
 - Research on practice
- Identifying knowledge and skills that need to be developed to meet relevant standards; and
- Considering what the outcomes will be of engaging in learning to meet your knowledge and skills development needs – what difference will it make to the way that you practice?

People learn in many different ways. Managers are free to use a mix of learning activities and processes that will best meet the needs of their practitioners, as long as they meet the learning outcomes. These methods may include:

- attending a training course / programme;
- completing a qualification;
- mentoring by a more experienced colleague;
- distance learning;
- e-learning;
- guided reading e.g. articles, text books, reports, research papers, professional magazines etc.structured use of supervision;
- shadowing;
- taught programmes/training;
- practical experience.

Supporting the practitioner through the induction framework

Managers need to ensure that the practitioner is given enough time; encouragement and support to successfully complete the learning outcomes and apply in practice what they have learnt. Regular and planned supervision will play a significant part in providing this support.

Assessing practitioners' learning

All practitioners need to be assessed to demonstrate that they have successfully met the induction framework's learning outcomes. This provides evidence that the induction has achieved its purpose, which is to ensure that practitioners gain the knowledge, skills and values they need to do their job and work safely, at this stage of their learning.

The assessment should be completed by managers, supervisor or an appropriate member of staff e.g. workplace mentor. Managers have a responsibility to ensure that they and everyone who assesses practitioners against the induction framework have the competence, skills and knowledge needed to carry out this role. This is not a 'qualification assessment' it is a workplace induction assessment. It is **always** the manager's responsibility to sign off the evidence that the learning outcomes have been achieved and the practitioner has completed the induction framework.

There are a variety of assessment methods which can help judge a practitioner understands their role and responsibilities at work these include:

- questioning- written and/or verbal;
- direct observation e.g. observation of a practitioner carrying out the first aid technique correctly;
- reflection / reflective accounts;
- portfolios;
- presentations;
- job specific tests;
- simulations/role play;
- evidence of accredited training.

Future learning and development

The progress log provides a structure to managers and practitioner to:

- explore and record further learning needs and opportunities for each learning outcome;
- agree and record any future learning development activities. This could be a summary of those needs and opportunities identified for each individual learning outcome. Further learning and development should support continuous professional development;
- record other further essential learning still required at induction for specific tasks not covered by the induction framework.

Continuous Professional Development (CPD)

Continuing professional development (CPD) could be described as on-going learning and development to improve and extend professional practice throughout a person's career. CPD is a planned, on-going development of professional knowledge and skills throughout one's working life. It is a holistic approach to learning which recognises every day experiences as learning opportunities. The essence of CPD is achieving professionalism in everything you do, it is a personal commitment to continuously updating knowledge and skills.

A toolkit has been developed to assist early years and childcare managers and practitioners to plan their continuing professional development, the *Care Council for Wales Continuing Professional Development Toolkit for Social Care³, Early Years and Child Care Managers and Workers*. This outlines the many ways in which continuing professional development can be supported and is available through the Care Council's website.

³ Care Council for Wales Continuing Professional Development Toolkit for Social Care, Early Years and Child Care Managers and Workers, Care Council for Wales 2012

Personal development plans (PDP)

A personal development plan is a tool to support managers and practitioners to plan future learning and development. All practitioners should have a PDP and this is particularly important for practitioners. The induction framework provides the first step for developing these plans.

SECTION TWO: Guidance for managers – How to assess against the Early Years and Childcare Induction Framework for Wales

This section explains in more detail what each learning outcome means. This section will also provide guidance which can help the person assessing decide whether the practitioner has met the learning outcomes.

Each of the eight learning outcomes contains a short section on preparing the practitioner to achieve the learning outcomes. Each setting will have its own arrangements for inducting new staff and there is no set formula for how this should be achieved.

Policies, procedures and practice

Practitioners need to understand as much as possible the legal requirements that will affect their day to day practice and adhere to their setting's policies and procedures. Simply reading about legislation or procedures is unlikely to achieve this understanding. As practitioners build up on expertise in their work they should always be encouraged to recognise why it is important that they work in certain ways and to gain a clear understanding about their responsibilities and the specific duties that they perform.

Principles and values

At the same time as learning new practical skills, practitioners need to be provided with the opportunity to think about how the values and principles outlined in **Learning Outcome 1 – Understand the principles and values** should underpin and inform every aspect of their work. This will often be covered in training but supervisors and mentors also need to ensure that the practitioners practice is based on a good understanding of these values and principles.

Assessing whether the practitioner has achieved the learning outcomes

There are a variety of methods that can be used to assess practitioner's learning, as explained previously in Section 1 - Assessing Workers' Learning.

In this section sample questions and guidance have been developed for every learning outcome. This provides the person who is assessing, with ideas about how they might judge the practitioner's understanding of their role and responsibilities. The sample questions can also support the manager to verify and sign off evidence which may have been assessed by others.

When assessing an individual it is important to consider the following:

Observation:

This aspect of assessment will provide direct evidence of how a worker is performing in their role. Observation will help identify how practitioners adapt to new tasks and provide them with honest and constructive feedback so that they know how they are doing.

Feedback:

Feedback from children and families or co-workers can be extremely valuable in understanding how a practitioner is doing. Again, it is important that this is done in an open and supportive way and that there is an emphasis on learning.

Self-evaluation:

Practitioners will usually know themselves how they think they are progressing and what they feel they do best and least well. It is important that the assessment process tests their self-perception. It can be a useful way of focusing help and support for the practitioners on areas that they feel less secure about.

The framework has been designed and mapped to the mandatory units of the QCF, enabling a new worker to gather and record evidence that can be used to enable progress towards attainment of qualifications. It can also be used as a basis for further staff development.

Recording assessment

This Progress Log is a document that supports the practitioner and the manager in recording assessment information and achievement of outcomes.

The Progress Log records:

Evidence used	Assessed by whom and where	Manager's and practitioners signature and date
<p>Record of evidence used to demonstrate that the practitioner met the learning outcome.</p> <p>If the practitioner already has appropriate evidence of prior learning or skills covering the learning outcomes, these should be recorded in this column. This may include certificates/qualifications.</p>	<p>This can be completed by a manager, supervisor or an appropriate member of staff.</p> <p>If the practitioner already has appropriate evidence of prior learning please state here the title of the certificate/ qualification, the name of the awarding organisation and the date the practitioner achieved the award.</p>	<p>The manager and practitioner should sign and date here to confirm learning outcomes have been successfully achieved or to confirm they have seen and accepted any certification/qualification as evidence of prior learning.</p> <p>It is always the manager's responsibility to sign off evidence in achieving the learning outcomes.</p>

Supplementary information: Sample questions and guidance

Learning Outcome 1 – Understand the principles and values

Preparing the practitioner for this section

The principles and values adopted in the child care sector were designed to provide a basis for work with children and young people in a range of settings and services. They meet the needs and rights of children and young people and reflect a rapidly developing sector that places the child at the centre.

Depending on their experience some practitioners will be familiar with the content of this section but for others it may be the first time they will have thought about the principles, values and key skills that underpin their work. It is important that they understand the importance of this aspect of their role and that it is key to forming good relationships in the workplace and carrying out tasks effectively.

1.1 Principles and values:

Practitioners contribute to children's care, learning and development and this should be reflected in every aspect of practice and service provision.

The principles and values underpin the whole induction framework and reflect the importance of children's rights and listening to what children and young people have to say.

It is essential that when you work with children and young people you act professionally at all times. Acting professionally means working in ways which are consistent with the values and principles of your setting or workplace rather than simply your own personal values.

It is essential that the needs, rights and views of children and young people are at the centre of all practice and provision and that their individuality, difference and diversity are valued and celebrated

Outcomes:

- 1.1.1 Understand why the needs, rights and views of the child or young person must be at the centre of all practice and provision.
- 1.1.2 Understand the need to promote the following at all times: individuality, rights, choice, privacy, independence, dignity, respect and partnership.
- 1.1.3 Understand the need to promote equal opportunities.

Guidance:

In order to meet these requirements, the practitioner will need to learn what the principles and values are and describe what they actually mean to their practice e.g.

individuality, difference and diversity are valued and celebrated and that equality of opportunity and anti-discriminatory practice are actively promoted.

Sample Questions:

1. Are you able to describe the principles and values essential for caring for children and young people and explain what they mean?
2. Can you provide an example of how you would encourage a child in your care to make choices and become more independent?
3. Can you give examples of the different ways in which children may be discriminated against?

1.2 Confidentiality:

- 1.2.1 Understand the importance of confidentiality.
- 1.2.2 Understand the limits of confidentiality.
- 1.2.3 Understand and know how to apply your organisation or setting's policy on sharing information.

Guidance:

The practitioner needs to be able to demonstrate that they understand why it is important to keep information about children and young people and their families private and be able to give examples of the ways in which they do this. They also need to understand that there are certain circumstances in which information that would normally be confidential must be shared with others. The practitioner also needs to be aware of how this links with the rights of children and young people.

Sample Questions:

1. Can you explain what is meant by confidentiality and describe how you keep information confidential?
2. Are you able to explain under what circumstances you would not share information?
3. Can you outline the setting's policy on sharing information and explain what this would mean in practice?

1.3 Child centred approaches

- 1.3.1 Understand the importance of the Welsh Assembly Government's Seven Core Aims (which are an expression of the articles of the UNCRC upon which policy for children and young people in Wales is based) in the care of children and young people.

- 1.3.2 Know how to take account of the experiences, preferences, wishes and needs of individual children, young people and their families.
- 1.3.3 Know how and why it is important to listen to children and young people's views about risk and safety.

Guidance:

The practitioner needs to demonstrate their understanding of the importance of a child centred approach and its aim to ensure the child is considered first before anyone else.

They also need to be able to understand that the knowledge that a child has about what they want and need provides information about what is the best thing to do.

Child centred approaches are concerned with making sure that children and young people's rights are upheld in your work. All those who work with children and young people in Wales must make sure that the seven core aims form the basis of what they do. The practitioner will need to know these aims.

Sample questions:

- 1. Can you explain how your practice relates to the seven core aims for children and young people in Wales?
- 2. Can you give an example of how you could take into account the preferences, wishes and needs of the child or young person and their families?
- 3. Can you provide an example of when you have taken a child or young person's view into account with regard to risks and safety?

1.4 Equality and inclusiveness in practice

- 1.4.1 Understand the different types of prejudice and discrimination which can affect children and young people.
- 1.4.2 Know how to support and encourage children and young people to develop skills to deal with discrimination, enhance self-worth and make a positive contribution.
- 1.4.3 Explain what is meant by diversity.
- 1.4.4 Explain what is meant by discrimination.
- 1.4.5 Describe ways in which discrimination may deliberately occur in the work setting.
- 1.4.6 Explain how promoting equality and inclusion reduces the likelihood of discrimination.

- 1.4.7 Understand why it is important to respect and support children and young people's cultural, religious and linguistic background.

Guidance:

The practitioner needs to demonstrate that they understand why it is important to promote diversity, equality of opportunities and inclusion. They also need to understand that it is important to consider the individual needs of each child and to ensure that they each get the same equality of opportunities and treated with equal concern. By treating each child equally it will enable them to develop a positive self-image of themselves and consider themselves as equals to others.

Sample questions:

1. Explain ways in which children and young people can experience prejudice and discrimination.
2. How may you support a child or young person in your care to deal with discrimination, including managing their feelings?
3. How would you promote diversity, equality and inclusion in your workplace?
4. Can you describe some of the actions you have taken to support children and young people in dealing with discrimination?
5. Can you give examples of the different ways in which people may be discriminated against?
6. How could identifying different needs in children and young people promote inclusion?
7. In what ways might you help a child or young person to maintain their culture, religion or language? Can you give examples of actions you have taken to help someone to do this?

1.5 Children with disabilities

- 1.5.1 Understand the principles of working inclusively with disabled children and young people and those with specific requirements.

Guidance:

The practitioner needs to be able to demonstrate their understanding of the rights and needs of disabled children and young people and understand that it is important to consider the individual needs of each child and to ensure that they each get the same equality of opportunities and treated with equal concern.

Sample question:

1. Describe ways in which you have shown and supported inclusive practices in your own work with disabled children and young people and those with specific requirements.
2. Explain how you could support disabled and non-disabled children and young people to play together in an inclusive way.

Learning Outcome 2 – Children and young people’s rights

Preparing the practitioner for this section

This section is about the rights of the child or young person as expressed in the UN Convention on the Rights of the Child (UNCRC).⁴ The practitioner will be expected to promote these rights throughout their work with children and young people, including raising their awareness of their rights and helping them to express their views.

2.1 Understand rights and respect

- 2.1.1 Understand the importance of the UN Convention on the Rights of the Child (UNCRC) to your work with children and young people.
- 2.1.2 Understand the importance of giving respect to the development of trusting relationships

Guidance:

The practitioner will need to understand how the UNCRC influences work with children and young people in Wales and how they can implement these rights in their work. One of the aspects of the UNCRC is concerned with treating children and young people with respect and the practitioner needs to understand how this can influence the development of relationships.

Sample questions:

- 1. Can you list these rights and explain how they link to the values and principles and how they underpin your work with children and young people?
- 2. Can you give some examples of how you could show respect to a child and explain how this could help them to develop a trusting relationship with you?

2.2 The right to self determination

- 2.2.1 Understand that children and young people have a right to express their views and influence the things that affect them using their preferred language.
- 2.2.2 Understand that children and young people have a right to make informed decisions about their lives in accordance with their age and maturity.

Guidance:

The practitioner needs to show that they are able to encourage children and young people to be confident to try new activities, choose their activities and be able to say when they need help.

⁴ UN Convention on the Rights of the Child (UNCRC)

Sample questions:

1. Can you give examples of how you can help the children and young people you work with express themselves
2. How can you show children that you have listened to them?

2.3 The right to play

- 2.3.1 Understand that children and young people have a right to self-directed play

Guidance:

The practitioner needs to show they understand what is meant by self-directed play and how this links to development and hence why it is a right for the child.

Sample question:

1. Can you explain what is meant by self directed play?
2. How could you encourage self directed play?

2.4 The right to education and learning

- 2.4.1 Understand that children and young people learn in different ways and why it is important to support and encourage children with their education and learning.

Guidance:

The practitioner needs to be able to demonstrate their understanding that children and young people learn in different ways and the importance of supporting their diverse needs.

Sample question:

1. Can you give some examples of the different ways that children learn
2. Why do you think that it is important to support and encourage children with their education and learning?
3. How can you do this in your role?

2.5 The right to be safe

- 2.5.1 Understand that children and young people have a right to expect protection from those responsible for their care.

Guidance:

This is fundamental in their role as a practitioner and they must understand and be able to explain their responsibilities clearly.

Sample question:

1. Can you explain your responsibilities in protecting the children in your care?
2. What would you do if you had any concerns about the protection of any of the children in your care?

2.6 Language

- 2.6.1 Understand the rights of the children and young people to communicate through their own language choice.

Guidance:

The practitioner needs to show their understanding that children and young people in their care have the right to express their views and influence the things that affect them by using their preferred language.

Sample question:

1. Why do you think that it is important for children to communicate through their own language of choice?
2. How do you think that you can support children to do this?

Learning Outcome 3 – Understanding your role in the early years and childcare workforce

Preparing the practitioner for this outcome

In this section the practitioner will need to be able to explain their role in relation to the children and young people they work with, including who they are accountable to for their work and limits of their responsibilities.

3.1 Understand your day to day tasks and responsibilities

3.1.1 Understand your job role in relation to the aims and values of the setting.

Guidance:

The practitioner needs to demonstrate their understanding of their setting's aims and values that determine their priorities. Practitioners will need to demonstrate that they understand their main duties and their limitations.

Sample question:

1. Outline the aims and values of the work setting.
2. Explain how your role relates to the aims and values of the work setting

3.2 The importance of working in partnership with carers

- 3.2.1 Explain why working in partnership with others is important for children and young people.
- 3.2.2 Identify who relevant partners would be in own work setting.
- 3.2.3 Define the characteristics of effective partnership working.
- 3.2.4 Identify barriers to partnership working.

Guidance:

The UNCRC and the 7 core aims should be at the centre of partnership work. The early years and childcare's workforce is made up of many different people from different sectors who have different roles, despite these variations all are working to deliver the best outcomes for children and young people.

It is essential that the views of the Children and Young People are consulted and considered. It should also mean that Children and Young People, their families and carers are seen as an integral part of partnership work.

Sample questions:

1. Why is it important to work with others when caring for children and young people?
2. Who would you work in partnership with in your work setting?
3. What is important when working in partnership?
4. What might be the difficulties when working in partnership?
5. How do you think you could overcome these?

3.3 Understanding of the different types of organisations, agencies and individual workers that make up the early years and childcare workforce

- 3.3.1 Identify the range of service provision for early years and childcare in own local area.
- 3.3.2 Identify the range of job roles within different types of service provision.

Guidance:

The practitioner needs to understand that work in the early years and childcare sector includes working with colleagues from other organisations and professionals from different services.

Sample questions:

1. Can you identify other early years services in your own local area and explain what services they provide?
2. Can you give examples of different job roles within these services?

3.4 Policies and procedures

- 3.4.1 Understand why it is important for you to follow policies and procedures.
- 3.4.2 Know how to access a full list and up to date copy of all organisational policies and procedures.

Guidance:

This part of the framework looks at the practitioner's understanding of their setting's policy and procedure documents and the legal context within which they work. The practitioner needs to be clear about the difference between legislation, policy and procedure and why it is important to understand and follow what the key documents say.

Sample questions:

1. Can you explain the purpose of policy and procedure documents?
2. What do you think it is important to follow these?
3. Can you give some examples of policies and procedures in the setting and how you would follow these?

3.5 Worker relationships

- 3.5.1 Understand the responsibilities and limits of your relationship with the children and young people you support.

Guidance:

The practitioner needs to show a good understanding of their role in relation to the children and young people in their care. This will include the duty of care that they have as well as an appreciation of the importance of maintaining professional boundaries that allow them to make judgements based on a clear understanding of needs and what is in the best interests of the child or young person.

Sample question:

1. What are your main responsibilities towards the children and young people who you care for?

3.6 Understand what is required for competence in own work role

- 3.6.1 Identify standards that influence the way the role is carried out.

Guidance:

The practitioner needs to be aware of and work to standards detailed in the National Minimum Standards for Regulated Child Care and although not all settings are registered, the NMS are recognised as standards of good practice within the sector.

Sample question:

1. What are the standards that set out how you should carry out your role?
2. How are these applied in the work setting?

Learning Outcome 4 – Health, safety and security

Preparing the practitioner for this outcome

This section deals with safety issues relating to some of the basic tasks that apply to many roles in the sector. The learning can be acquired through a mixture of training, observation, reading procedures, practice, and reflection of practice.

There are mandatory training that each practitioner need to undertake and they should also understand the legal framework and organisational procedures and how to apply these in practice⁵. Mentoring and/or supervision should follow this up to ensure that they have properly understood their responsibilities and those of their employer.

The other non-mandatory health and safety elements should be introduced to the practitioner as soon as possible. There should be an emphasis on the importance of taking personal responsibility and ensuring the practitioner is aware of the whole range of issues that affect the well being and safety of themselves, colleagues and children that they care for. It is important that they understand what is required; who they must inform; what actions to take; what the limits of their role are; and what should be recorded.

4.1 Hazard and risk

- 4.1.1 Be aware of the main health and safety laws relating to your role.
- 4.1.2 Understand your organisation or setting's policy in relation to health and safety and emergency procedures and lines of responsibilities and reporting.
- 4.1.3 Be aware of the security measures that need to be in place to ensure the safety of the children and young people with whom you work.
- 4.1.4 Know how to apply your organisation or setting's policies and procedures in relation to health and safety in your work setting(s) and the children and young people you support.
- 4.1.5 Explain the purpose of a risk assessment and how this is managed in the work setting.

Guidance:

The practitioner will need to show that they understand the importance of creating a safe environment, appropriate to the age and developmental capabilities of the children in their care. The practitioner needs to demonstrate that what they have done complies with the policies of their setting and how health and safety laws inform this.

⁵ National Minimum Standards for Regulated Childcare

Sample questions:

1. Can you explain your responsibilities for health and safety under the law?
2. What are the main things that your organisation or setting's procedures require you to do in respect of health and safety?
3. Are you able to describe the security measures that are in place and explain why they are important to the safety of children and young people?
4. What are the main things that your organisation or setting's policy require you to do in respect of health and safety?
5. What do you understand by the term risk assessment in relation to health and safety?
6. Can you explain when you might carry out a dynamic risk assessment instead of a traditional one?

4.2 Health and wellbeing

- 4.2.1 Understand the importance of routines to the health and wellbeing of children and young people.
- 4.2.2 Understand what children need to stay healthy, both physically and mentally, and act as a source of information.
- 4.2.3 Understand the links between child development, safety and risk taking behaviours.
- 4.2.4 Recognise common illnesses or injury and what appropriate action to take.
- 4.2.5 Complete work placement documentation for recording accidents, incidents, emergencies or illnesses.

Guidance:

The practitioner needs to understand the need to take action to support the physical, mental, social and emotional health and wellbeing of the children they care for. This means having full information about the health of the child they care for and understanding what particular health issues they may have.

Physical issues may include things like eczema and allergies, but it is also possible that the child has experiences which may have an impact on their emotional health and wellbeing in the short or long term. The practitioner needs to be able to encourage the child to adopt a healthy lifestyle and promote healthy behaviour.

Sample questions:

1. Are you able to explain how routines can help children and young people feel secure?
2. Can you explain how you could help children and young people to understand the importance of healthy eating and nutrition?
3. Are you able to explain how you might support the children and young people that you work with to understand risk and keep themselves safe?
4. Provide an example when you have recognised common illness and injuries in children and young people, what action did you take and was your action within your setting's policy and the boundaries of your role.
5. Can you give an example actions which you have followed for recording an accident, incident, an emergency or illness?

4.3 Moving and positioning

- 4.3.1 Be aware of key legislation that governs all moving and handling tasks.
- 4.3.2 Know how to assess risks in relation to moving and handling people and/or objects.
- 4.3.3 Know safe moving and handling techniques in relation to people and/or objects.
- 4.3.4 Know what you are not allowed to do in relation to moving and handling at this stage of your training.

Guidance:

The practitioner needs to show they understand the rules around moving and positioning and that they are intended to protect those doing the moving and positioning as well as those being moved. The practitioner must be aware of their setting's policies and guidance on physical intervention.

Sample questions:

1. What is the key legislation that applies to moving and positioning? What does it mean in practice for your role?
2. How would you go about risk assessing a child or an object which needed to be moved?
3. What are the basic principles and techniques of moving and positioning?
4. Explain what you may **not** do in terms of moving and positioning without being trained to do so.

4.4 Fire safety

4.4.1 Understand how to promote fire safety in your work setting.

Guidance:

The practitioner should receive clear instructions on all aspects of fire safety and be able to demonstrate that they understand how this is promoted in their workplace. They should be able to explain fire safety arrangements to others in a clear and effective manner.

Sample question:

1. Explain the arrangements for fire safety in your setting. What happens in the event of a fire?
2. How might you use role play to demonstrate fire safety and how often should this be carried out?

4.5 Emergency First Aid

4.5.1 Know what to do in response to illness or accident.

4.5.2 Understand basic emergency first aid techniques.

4.5.3 Understand what you are **not** allowed to do in relation to emergency first aid at this stage of your training.

Guidance:

The practitioner should be aware of basic first aid techniques and if possible should receive training to ensure that they are competent and understand when and how to apply these in their work. Importantly they should be clear when it would not be appropriate to administer first aid and medical help should be sought instead.

Sample questions:

1. What would you do if a child or young person is injured whilst in your care?
3. Give an example of a first aid procedure you might carry out at work?
4. Give an example of a situation in which first aid should not be administered and medical help sought instead. Explain why this is so.

4.6 Infection prevention and control

- 4.6.1 Understand the main routes of infection.
- 4.6.2 Know how to prevent the spread of infection.
- 4.6.3 Know how to wash hands properly to avoid spread of infection.

Guidance:

It is important that all practitioners understand how infections are spread and the ways in which this can be prevented.

Sample questions:

1. What are the main ways in which infections occur?
2. What specific actions should you take to prevent the spread of infections?
3. Can you explain how to wash hands to avoid the spread of infection?

4.7 Medication and health care procedures

- 4.7.1 Understand your organisation or setting's policies and procedures in relation to medication and any health care tasks.
- 4.7.2 Understand how to apply these policies and procedures in relation to the children you care for.
- 4.7.3 Know what you are not allowed to do in relation to medication and health care procedures at this stage of your training.

Guidance:

In settings where practitioners are responsible for administering medication and carrying out basic health procedures it is important that practitioners understand how to carry out these tasks properly and the importance of ensuring correct recording. The practitioner needs to be aware of their setting's policies and procedures and should be clear what they are required and allowed to do.

Sample questions:

1. What do your organisation or setting's procedures say about giving medication and carrying out medical procedures?
2. Give an example of administering medication or carrying out a medical procedure in which you have been involved? What did you do? What did you learn from it and how did you record this?
3. What are the limits of your role in administering medication and health care procedures?

4.8 Security

- 4.8.1 Be aware of security measures in your workplace.
- 4.8.2 Recognise the risks to your personal safety and well being in your work setting(s), and the safeguards required to minimise these.

Guidance:

Keeping safe at work is something that is important to all staff and those with whom they work, regardless of the setting. Practitioners need to understand the security arrangements that are in place and demonstrate that they understand the importance for everyone in following procedures.

Sample questions:

1. Are you able to describe the security measures that are in place and explain why they are important to the safety of children and young people?
3. Why is child welfare important and how do you see this in practice?
4. What are your setting's policy on security measures?

Learning Outcome 5 – Listening and communication in children and young people’s settings

Preparing the practitioner for this outcome

‘Children have a right to express their views in all matters that affect them, collectively and individually, and their views must be given due weight (Article 12. 1 UNCRC). This is reflected particularly in Aim 5 of the Seven Core Aims which provides that children must be ‘listened to, treated with respect, and have their race and cultural identity recognised’.⁶

Practitioners will need to think about what supports and promotes good communication, what can inhibit it and how they can become more skilled. This can be done through a mixture of experiential training, observation and mentoring. They need to be aware of the importance of language, particularly in a community that recognises two linguistic traditions, and to know how to deal with this in their work.

5.1 Engage with children and young people

5.1.1 Understand what motivates individual children and young people to engage in communication.

Guidance:

The practitioner will need to show that they understand how a trusting relationship and a genuine interest in the child and young person can encourage them to engage in communication

Sample question:

1. Can you explain how you would encourage a child or young person to engage in communication with you? Have you an example of when you have done this?

5.2 Listen to children and young people

5.2.1 Recognise the importance of actively listening to children and young people, to hear what they say and understand what they mean.

Guidance:

The practitioner will need to demonstrate the importance of active listening to ensure the emotional wellbeing and self-esteem of children and young people are being considered.

Sample question:

1. Are you able to describe how you can demonstrate active listening when communicating with children and young people and explain why it is important?

⁶ UN Convention on the Rights of the Child (UNCRC)

5.3 Communicate with children and young people

- 5.3.1 Understand the need to use appropriate ways of communicating with children and young people, including verbal and non-verbal and appropriate language medium.
- 5.3.2 Recognise some of the common difficulties and barriers that can occur when communicating with children and young people.

Guidance:

The practitioner will need to understand that the type of language and the methods of communication will depend on the age and developmental capability of the child or young person, as well as taking into account any sensory or other disability that might affect how they are able to communicate with others.

Sample question:

- 1. Can you provide an example to show that you know how to communicate with children and young people in non-patronising ways that are appropriate to their age, experience and level of understanding?
- 2. Can you provide an example to show that you are aware of the potential communication difficulties, the likely or possible reasons for these and methods you might use to overcome such difficulties?

5.4 Understand why communication is important in the work setting

- 5.4.1 Identify the different reasons people communicate.
- 5.4.2 Explain how effective communication affects all aspects of the learner's work.

Guidance:

Communication is a key skill for those working in the early years and childcare sector and practitioners need to show that they can carry this out effectively. How does the new worker interact with the individuals with whom they are working with i.e. children, parents and colleagues - do they recognise things they do which might affect good communication?

Sample questions:

- 1. Can you give an example of how you have encouraged a child or young person to communicate with you in order to share information or express a need?
- 2. Explain why good communication would help develop good relationship with children, parents and colleagues.

5.5 Language

- 5.5.1 Understand the need to meet the communication and language needs, wishes and preferences of children, young people and families.

Guidance:

The practitioner needs to demonstrate how they would support a child or young person in their care to develop their communication skills and understand the importance of language choice.

Sample question:

1. Give an example of a situation in which you have helped a child or young person to communicate using in the language of their choice.

Learning Outcome 6 – Support children and young people and understand development and behaviour

Preparing the practitioner for this outcome

The right that children and young people have to be protected and developed is a strong theme of the UNCRC and it is central to the 7 Core Aims⁷.

To enable children to exercise their rights children have particular requirements for nurture, emotional care and sensitive guidance, as well as for time and space for play, exploration and learning. Accordingly, it is essential that practitioners have appropriate knowledge, skills and understanding about physical, intellectual, linguistic, social and emotional growth and development required to work with babies, children and/or young people.

Practitioners should have a good understanding of child development and behavior and supporting problems etc. Children's all round development and behaviour can be affected by their life experiences. Often the effects are short lived but sometimes the young person may have significant developmental and behavioural issues that will take time, effort and patience to overcome.

6.1 Understand your day to day tasks and responsibilities

- 6.1.1 Understand the expected patterns of child development and the development needs of children and young people in Welsh and English-medium settings.
- 6.1.2 Understand the basic principles of how children and young people form attachments and how these attachments affect their development.
- 6.1.3 Understand and recognise the impact that negative experiences can have on a child's development and behaviour.

Guidance:

It is important that the practitioner has a good understanding of a child and young person's physical, emotional, social and intellectual development and the difference between growth, chronological age and expected developmental progress through the milestones and areas of development. This will give them a clear understanding of what to expect from the child or young person they are caring for, in relation to their age and capabilities, as well as an understanding of those children who may not follow the usual pattern of development.

The practitioner will need to understand that early child development is significantly affected by the way in which attachments with those who provide primary care for the child are formed.

⁷ UN Convention on the Rights of the Child (UNCRC)

Sample questions:

1. Thinking about the children you work with give some examples of behaviour that is influenced by their developmental stage.
2. Can you describe how attachments are formed and the impact of these upon development?
3. Can you describe the impact on some of the experiences a child or young person might have had and how these could have affected them?

6.2 Behaviour

- 6.2.1 Understand the importance of your behaviour on children and young people's development.
- 6.2.2 Understand the link between emotional resilience and self-esteem and how as an early years and childcare practitioner you can promote this.
- 6.2.3 Know about the range of challenging behaviours presented by children and young people and how to encourage positive behaviour.
- 6.2.4 Be able to support children and young people's positive behaviour.

Guidance:

The practitioner will need to understand the link between the child's experiences and their behaviour and shows that they know how to manage behaviour that challenges services and promote positive behaviour.

Sample questions:

1. Explain how children and young people are influenced by those in regular contact with them, including other children, young people and adults that care for them.
2. Can you explain why resilience is important to children and young people's emotional health and wellbeing and give examples of how you can help support children and young people in this area?
3. Can you describe some of the challenging behaviours that children and young people in your care may present and can you explain what methods are appropriate to support more positive behavior.
4. How would you try to promote positive behaviour in your work with a child? Give an example of something that you have done?

6.3 Transitions

- 6.3.1 Understand the potential effects of transitions on children and young people.
- 6.3.2 Understand how to support children and young people through significant life changes and challenges.

Guidance:

The practitioner will need to understand that transitions refers to both developmental changes and life events that impact on the child or young person and can affect their perception of themselves. The practitioner should be aware of what they can do to help ensure that this perception is a positive one and the transition period progresses smoothly.

Children and young people are expected to cope with huge changes in their lives such as starting nursery, moving house or having parents split up. For children who need support because of disabilities or illness, the move to new levels of care or new carers can be really challenging.

Sample questions:

1. Which changes do the children and young people you work with face and what effect can this have on them?
2. Can you describe a particular transition event that you have supported a child or young person to cope with?

6.4 Play

- 6.4.1 Understand the importance of play and physical activity for children and young people's development and well-being.
- 6.4.2 Be able to support children and young people's learning and play through risk and challenge.
- 6.4.3 Be able to contribute to an inclusive and stimulating environment for children and young people's play.

Guidance:

The practitioner needs to show understanding that children and young people have the right to receive the opportunities, time, space, facilities and equipment, permission and encouragement to be sufficiently physically active through play and other spontaneous activities, as well as by taking part in structured or organised programmes.

The practitioner needs to show understanding of the importance that children and young people need to take risks and challenge themselves when involved in physically active play, sports and other activities, so they can learn about their own boundaries.

Sample questions:

1. Provide an example of where you have involved children and young people in organising a physical activity and encouraged participation.
2. Provide an example of when you have organized play which has included a level of risk which has tested and challenged a child or young person.
3. Can you explain the importance of play in the development of children and young people?

Learning Outcome 7 – Keep children safe from harm

Preparing the practitioner for this outcome

Those who work with children and young people have a responsibility and in some cases a statutory duty to safeguard and promote their welfare. You will need to be able to recognise when a child or young person may not be achieving their developmental potential or their health may be impaired, and be able to identify appropriate sources of help for them and their families.

It is important to identify concerns as early as possible so that children, young people, their families and carers can get the help they need. As well as ensuring that children and young people are free from harm, it is equally important to ensure their well-being and quality of life.

Practitioners must know the laws, policies and procedures that are intended to protect children and young people and safeguard them from harm, including neglect, exploitation and abuse. Practitioners must be able to recognise the signs that a child or young person may be in danger of abuse and know what action to take, as well as the scope of their responsibilities.

7.1 Safety and safeguarding

7.1.1 Understand the laws that are in place to protect and safeguard children and young people.

Guidance:

The practitioner should have a thorough understanding of the ways in which children and young people can be abused and the effects of this on the child or young person. The practitioner needs to clearly understand their responsibilities for protecting children and young people under the law, together with the safeguarding policies and procedures of their setting.

Sample question:

1. Can you demonstrate your understanding of the law and how it applies to your work with the children and young people you care for?

7.1.1 Safe practice

7.2.1 Understand what is meant by 'safe care practice' in relation to both practitioners and children and young people.

7.2.2 Recognise the signs and symptoms of abuse and neglect.

7.2.3 Understand how to respond to suspected abuse or neglect.

7.2.4 Know how and when and your duty to report the practice of colleagues which may be unsafe.

7.2.5 Understand the boundaries, confidentiality and when to share information.

Guidance:

Practitioners may have only limited experience of how safeguarding issues are dealt with but as key front line staff they must be able to demonstrate that they know how to respond appropriately to anyone who raises concerns and how to report concerns within their setting.

Sample questions:

1. Can you explain what is meant by “safe care practice”?
2. Explain how you would recognise signs of abuse or neglect?
3. What would you do if you thought a child or young person may be at risk?
4. What does your organisation or setting’s policy and procedure document say about raising concerns about the practice of colleagues which may be unsafe?
5. Explain the issues of confidentiality involved in a safeguarding situation at work.

Outcome 8 - Developing yourself and your skills

Preparing the practitioner for this outcome

This section is concerned with the practitioner's personal development and knowing what support is available to help them to develop within the role, together with the role of their manager. The practitioner will need to know where to get information from and understand their responsibility for gaining knowledge and practicing the skills they will need to be effective in the setting. It is important that the practitioner understands the demands of the role on themselves and the children and young people in their care so that they can prepare well.

8.1 Knowledge and skill development

- 8.1.1 Know how to get advice, information and support for your role as an early years and childcare practitioner.
- 8.1.2 Understand your responsibility for gaining skills and knowledge relevant to your work.

Guidance:

The practitioner will need to show that they are able to find and use appropriate information and that they know where to go for support. The practitioner will need to show that they are aware of the skills they have and areas that need to develop further. The practitioner will need to demonstrate that they are actively prepared to seek out training and development opportunities.

Sample question:

- 1. Give an example of how you have accessed sources of information and used them to support your work?
- 2. As well as training and supervision/mentoring which other ways are there in which you can access information to help you in your job?

8.2 Support and supervision

- 8.2.1 Understand the arrangements for supervision and the purpose of this.

Guidance:

Practitioners must be clear about the purpose and arrangements for supervision and appraisal so that they can take part and make use of the support and learning opportunities this provides.

Sample question:

1. Are you aware of your organisation or setting's policy and procedures for supervision and the requirement of national minimum standards?
2. What do you think the is main purpose of supervision and appraisal?

Early Years and Childcare Induction Framework for Wales - Mapping

Learning Outcomes:	Links to aspects of the following Qualifications and Credit Framework (QCF) mandatory units at the following levels:		Links to Children's Care Learning and Development (CCLD) National Occupational Standards (NOS) (please note this is not an exhaustive list)
	Level 2	Level 3	
1. Understand the principles and values	CCLD MU2.8 CCLD MU2.10 SCH 21 SCH 23	CYP M3.2 CYP M3.3 CYP M3.4 CYP M3.5 CYP M3.7 EYMP 1 EYMP 4 EYMP 5 SCH 31 SCH 33 SCH 34	SCDCCLD 0203 SCDCCLS 0208 SCDCCLD 0415 CCLD 209 CCLD 321 CCLD 339 CCLD 415 CCLD 414 SCDCCLD 0205 SCDCCLD 0306 SCDCCLD 0312 SCDCCLD 0412
2. Children and young people's rights	CCLD MU2.9 CCLD MU2.10 SCH 21	CYP M3.2 CYP M3.3 CYP M3.4 CYP M3.5 CYP M3.6 CYP M3.7 EYMP 1 EYMP 2 EYMP 3 EYMP 4	SCDCCLD 0247 SCDCCLD 0309 SCDCCLD 0310 SCDCCLD 0316 SCDCCLD 0323 SCDCCLD 0345 SCDCCLD 0347 SCDCCLD 0339 SCDCCLD 0407 SCDCCLD 0411

Learning Outcomes:	Links to aspects of the following Qualifications and Credit Framework (QCF) mandatory units at the following levels:		Links to aspects of Children’s Care Learning and Development (CCLD) National Occupational Standards (NOS)
	Level 2	Level 3	
2. Children and young people’s rights		EYMP 5 SCH 31 SCH 33	SCDCCLD 0206 SKAPW34 (imported from Skills Active) SKAPW9 (imported from Skills Active) SCDCCLD 0313 SCDCCLD 0315 SCDCCLD 0317
3. Understanding your role in the early years and childcare workforce	CCLD MU2.9 SCH 22 SCH 23	CYP M3.3 CYP M3.4 CYP M3.5 CYP M3.6 EYMP 1 EYMP 3 EYMP 4 SCH 31 SCH 32 SCH 34	MSC D6 MSC B1 MSC B6 MSC C2 MSC E2 SCDCCLD 0328 SCDCCLD 0333 SCDCCLD 0340 SCDCCLD 0414 SCDCCLD 0416 SCDCCLD 0431 SCDCCLD 0433 CCLD 415 CCLD 414

Learning Outcomes:	Links to aspects of the following Qualifications and Credit Framework (QCF) mandatory units at the following levels:		Links to aspects of Children’s Care Learning and Development (CCLD) National Occupational Standards (NOS)
	Level 2	Level 3	
4. Health, safety and security	CCLD MU2.3 CCLD MU2.4 CCLD MU2.8 CCLD MU2.10	CYP M3.2 CYP M3.3 CYP M3.4 EYMP 3 SCH 34	SCDHSC 0022 SCDHSC 0032 SCDHSC 0042 SCDHSC 3122 SCDHSC 0319
5. Listening and communication in children and young people’s settings	SCH 21	CYP M3.1 CYP M3.2 CYP M3.5 EYMP 4 EYMP 5 SCH 31	SCDCCLD 0409 SCDCCLD 0201 SCDCCLD 0301 SCDCCLD 0401 SCDCCLD 0334
6. Support children and young people and understand development and behaviour	CCLD MU2.2 CCLD MU2.8 CCLD MU2.10 CCLD TDA2.1	CYP M3.1 CYP M3.2 CYP M3.3 CYP M3.5 CYP M3.7 EYMP 2 EYMP 3 EYMP 4	SCDCCLD 0203 SCDCCLD 0208 SCDCCLD 0209 SCDCCLD 0303 SCDCCLD 0307 SCDCCLD 0314 SCDCCLD 0320 SCDCCLD 0321 SCDCCLD 0326 SCDCCLD 0403 SCDCCLD 0408 SCDCCLD 0410 SCDCCLD 0325 SCDCCLD 0327 SCDCCLD 0432

Learning Outcomes:	Links to aspects of the following Qualifications and Credit Framework (QCF) mandatory units at the following levels:		Links to aspects of Children's Care Learning and Development (CCLD) National Occupational Standards (NOS)
	Level 2	Level 3	
7. Keep children safe from harm	CCLD MU2.3 CCLD MU2.9 SCH 21	CYP M3.3 EYMP 3 SCH 34	SCDCCLD 0320 SCDHSC 0034 (imported from HSC) SCDHSC 0044 (imported from HSC) SCDCCLD 0202 SCDCCLD 0308
8. Developing yourself and your skills	CCLD MU2.9 SCH 22	EYMP 4	SCDHSC 0023 (imported from HSC) SCDHSC 0033 (imported from HSC) SCDHSC 0043 (imported from HSC) SCDCLD 0420

List of Mandatory units within the QCF diplomas

CCLD TDA 2.1 Child and Young Person Development

CCLD MU 2.2 Contribute to the support of child and young person development

CCLD MU 2.3 Understand how to safeguard the welfare of children and young people

CCLD MU 2.4 Contribute to the support of children and young people's health and safety

CCLD MU 2.8 Contribute to the support of positive environments for children and young people

CCLD MU 2.9 Understand partnership working in services for children and young people

CCLD MU 2.10 Contribute to the support of children and young people's development through play

SHC 21 Introduction to communication in health, social care or children's and young people's settings

SHC 22 Introduction to personal development in health, social care or children's and young people's settings

SHC 23 Introduction to equality and inclusion in health, social care or children's and young people's settings

CYP M3.1 Understand child and young person development

CYP M3.2 Promote child and young person development

CYP M3.3 Understand how to safeguard the wellbeing of children and young people

CYP M3.4 Support children and young people's health and safety

CYP M3.5 Develop positive relationships with children, young people and others involved in their care

CYP M3.6 Working together for the benefit of children and young people

CYP M3.7 Understand how to support positive outcomes for children and young people

EYMP 1 Context and principles for early years provision

EYMP 2 Promote learning and development in the early years

EYMP 3 Promote children's welfare and well being in early years

EYMP 4 Professional practice in early years settings

EYMP 5 Support children's speech, language and communication

SHC 31 Promote communication in health, social care or children's and young people's Settings

SHC 32 Engage in personal development in health, social care or children's and young people's settings

SHC 33 Promote equality and inclusion in health, social care or children's and young people's settings

SHC 34 Principles for implementing duty of care in health, social care or children's and young people's settings

List of National Occupational Standards

SCDCCLD 0203 Support the development of children and young people

SCDCCLD 0208 Support the care of babies and children

SCDCCLD 0209 Support a child with additional support needs

SCDCCLD 0303 Promote the development of children and young people

SCDCCLD 0307 Promote the health and physical development of children

SCDCCLD 0314 Promote the care of babies and children

SCDCCLD 0320 Care for children at home

SCDCCLD 0321 Promote the care, learning and development of children with additional requirements in partnership with their families

SCDHSC 0326 Promote the development of positive behaviour in children and young people (import from HSC)

SCDCCLD 0403 Lead programmes for the promotion of children and young people's development

SCDCCLD 0247 Support the acquisition of a new language through immersion by children in an early years setting

SCDCCLD 0309 Implement frameworks for early education through the development of curriculum planning

SCDCCLD 0310 Assess children's progress according to relevant curriculum frameworks

SCDCCLD 0316 Promote children's early learning in the school environment

SCDCCLD 0323 Use Information and Communication Technology to promote children's early learning

SCDCCLD 0345 Promote literacy, numeracy and language development for children's early learning, in partnership with their families

SCDCCLD 0347 Promote the acquisition of a new language by children through immersion in an early years setting

SCDCCLD 0339 Promote the care, learning and development of children with additional support needs in early education settings

SCDCCLD 0407 Lead curriculum provision of early education for children

SCDCCLD 0408 Lead the physical, emotional and social development of children

SCDCCLD 0409 Lead the support of children's communication

SCDCCLD 0410 Lead the support for children's creativity

SCDCCLD 0411 Lead the support for children's mathematical learning, exploration and problem solving

SCDCCLD 0415 Lead in advising and supporting practitioners in early years settings working with children who have additional support needs

SCDHSC 0034 Promote the safeguarding of children (imported from HSC)

SCDHSC 0044 Lead practice that promotes the safeguarding of children and young people (imported from HSC)

SCDCCLD 0202 Support the safeguarding of children

SCDCCLD 0308 Promote children's well-being and resilience

SCDCCLD 0325 Support children and young people through major transitions

SCDCCLD 0327 Support children who have experienced trauma

SCDCCLD 0432 Manage provision of care services that deals effectively with transitions and significant life events

SCDCCLD 0201 Support effective communication

SCDCCLD 0301 Promote effective communication

SCDCCLD 0401 Maintain effective communication systems and practice

SCDCCLD 0334 Deliver services to families, children and young people from diverse cultural and language communities

SCDHSC 0022 Support the health and safety of yourself and individuals (imported from HSC suite)

SCDHSC 0032 Promote health, safety and security in the work setting (imported from HSC suite)

SCDHSC 0042 Lead practice for health and safety in the work setting (imported from HSC suite)

SCDHSC 3122 Support individuals to use medication in community/social care settings (imported from HSC suite)

SCDCCLD 0206 Support children's learning through play

SKAPW34 - Work with children and young people to create play spaces and support freely chosen self-directed play (imported from Skills Active)

SKAPW9 Plan for and support self-directed play (imported from Skills Active)

MSC D6 Allocate and monitor the progress and quality of work in your area of responsibility (imported from MSC)

MSC B1 Develop and implement operational plans for your area of responsibility (imported from MSC)

MSC B6 Provide leadership in your area of responsibility (imported from MSC)

MSC C2 Encourage innovation in your area of responsibility (imported from MSC)

MSC E2 Manage finance for your area of responsibility (imported from MSC)

MSC E3 Obtain additional finance for the organisation (imported from MSC)

SCDCCLD 0328 Manage a small-scale childcare business

SCDCCLD 0333 Promote the recruitment of staff in childcare settings

SCDCCLD 0340 Promote quality systems and procedures for the delivery of childcare services

SCDCCLD 0414 Lead in the review of policies, procedures and practice for children with additional support needs

SCDCCLD 0416 Lead the assessment of quality assurance schemes

SCDCCLD 0431 Provide leadership and management of integrated childcare provision

SCDCCLD 0433 Prepare the childcare setting for regulatory inspections

CCLD 209 Support a child with additional support needs

CCLD 321 Promote the care, learning and development of children with additional requirements in partnership with their families

CCLD 339 Promote the care, learning and development of children with additional support needs in early education settings

CCLD 415 Lead in advising and supporting practitioners in early years settings for children with additional support needs

CCLD 414 Lead in the review of policies, procedures and practice for children with additional support needs

SCDHSC 0023 Develop your own knowledge and practice (imported from HSC)

SCDHSC 0033 Develop your practice through reflection and learning (imported from HSC)

SCDHSC 0043 Take responsibility for the continuing professional development of yourself and others (imported from HSC)

SCDCLD 0420 Undertake a research project

SCDCCLD 0205 Prepare environments to meet children's needs

SCDCCLD 0306 Plan and organise environments for children and families

SCDCCLD 0312 Implement positive environments for babies and children

SCDCCLD 0412 Evaluate the environment for children and families

SCDCCLD 0313 Support early intervention for the benefit of children and families

SCDCCLD 0315 Promote ways to support families that have literacy, numeracy or language needs

SCDCCLD 0317 Engage with families in ways that encourage them to be involved with their children's learning and development

SCDCCLD 0319 Promote healthy living for children and families

SCDCCLD 0322 Empower families through the development of parenting skills

SCDCCLD 0331 Support children and families within the community

SCDCCLD 0332 Support families to engage in groups within the childcare setting

SCDCCLD 0334 Deliver services to families, children and young people from diverse cultural and language communities

SCDCCLD 0405 Lead provision for babies and children in partnership with parents and carers

SCDCCLD 0330 Maintain a service for children and families

CPC 309 Support individuals, families and communities to commission their own services (imported from CPCCS suite)

SCDCHSC 0241 Contribute to the effectiveness of teams (imported from HSC suite)

SCDCCLD 0329 Work with a management committee

SCDCCLD 0338 Develop productive working relationships with others

SCDCCLD 0417 Lead service providers in accessing information to support the care, learning and development of children

SCDCCLD 0423 Lead multi-agency working arrangements

Early Years & Childcare

Induction Framework for Wales

PROGRESS LOG

Name:

Name of workplace:

Induction start date:

