

LEVEL 2 CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT: PRACTICE AND THEORY

LEARNER
INFORMATION
GUIDE



TABLE OF CONTENTS

Introduction to qualification.....	P3
Qualification structure.....	P5
Assessment.....	P14
Preferred learning style.....	P21
Glossary of terms	P25

INTRODUCTION TO QUALIFICATION



Is this qualification suitable for you?

Who is the qualification for?

This qualification is primarily for those working, or seeking to work, in regulated childcare settings with families and children under the age of 8 and/or NHS children's services for those working with families and children aged 0-19 years.

It is primarily aimed at learners studying in a further education setting but may be delivered by a range of learning providers. This qualification is required for learners to work as a qualified childcare practitioner in a supervised capacity as set out in the Social Care Wales Qualification Framework for Social Care and Child Care.

What does the qualification cover?

This qualification allows learners to develop the knowledge and skills required for employment and/or career progression in childcare or health settings. It combines both practice units that are assessed within the workplace, with, additional theoretical knowledge.

The practice element of this qualification mirrors that of the Level 2 Children's Care, Play, Learning and Development: Practice qualification. The theoretical aspect provides learners with knowledge of issues related to children's health, well-being and a broad understanding of health and childcare services.

The knowledge, understanding and skills a learner is required to achieve within this qualification build on the content of the Level 2 Children's Care, Play, Learning and Development: Core qualification.

It is strongly recommended that a learner undertaking this qualification has completed or is currently undertaking the Level 2 Children's Care, Play, Learning and Development: Core qualification.

What opportunities for progression are there?

The qualification allows learners to progress into employment or to the following qualifications:

- Level 3 Children's Care, Play, Learning and Development: Practice
- Level 3 Children's Care, Play, Learning and Development: Practice and Theory
- GCE Health and Social Care, and Childcare

How did these qualifications come about?

After a review of all the health and social care, and childcare qualifications, Qualifications Wales concluded that the vast number of qualifications available caused too much confusion for learners, parents/carers and employers.

Qualifications Wales then commissioned City & Guilds and WJEC, (the Consortium) to develop a minimum of 19 qualifications designed to meet the evolving needs of the health and social care, and childcare sector.

We have worked closely with Qualifications Wales, Social Care Wales, Health Education and Improvement Wales and other sector bodies, tutors, teachers and workplace assessors to ensure that the new qualifications are innovative, fit for purpose and of the highest quality.

You can find out more about Qualifications Wales' review here: <https://bit.ly/2UzyDR5>

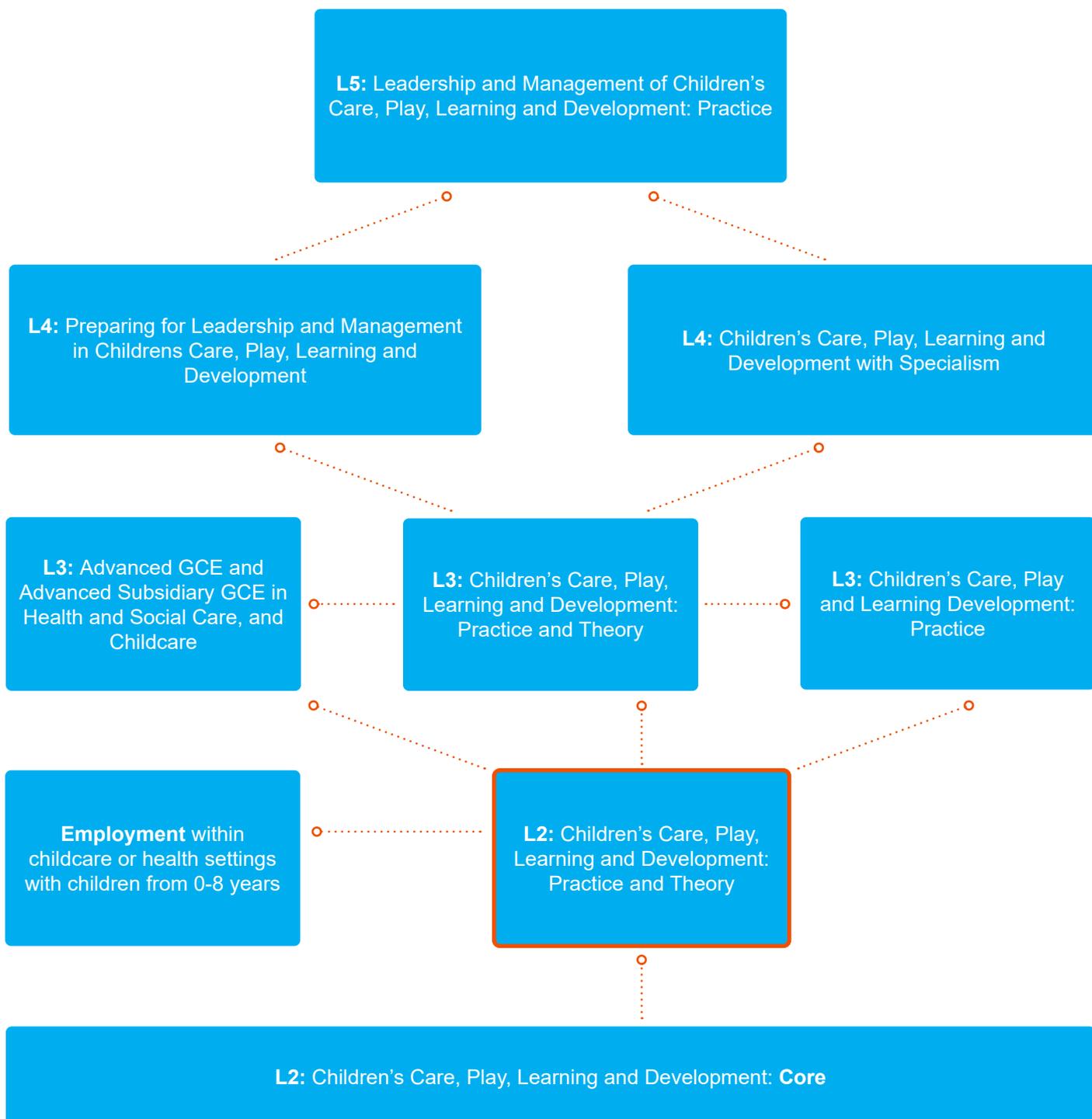
Whether you are at school or sixth form college, in work or studying at college or with a work-based provider, the suite of new qualifications are designed to meet your needs.

Available from Level 2 to Level 5, including a GCSE and GCE AS and A level, they provide opportunities for progression, whether you are thinking about entering employment, seeking career progression or hoping to go to college or university.

QUALIFICATION STRUCTURE



Where can it lead? Qualification Structure



Qualification Assessment Structure



Practice - Internal Assessment

Worth 90% of the qualification. Includes:

- 8 structured tasks
- Professional discussion with college assessor
- Portfolio of evidence

Theory - External Exam

- *Unit 216 - Understanding Children's Care, Play, Learning and Development*
- Worth 10% of the qualification
- 75-minute written exam in January/June
- A maximum of 70 marks available
- Mixture of short and extended answer questions
- Graded: Pass/Fail

Portfolio of Evidence

What will I have to do for my **Portfolio of evidence**?

The portfolio is there to provide any extra evidence for any units that are not likely to be observed through the structured tasks or covered in the discussion.

This could be in the form of:

- Witness testimonies from workplace mentor or employer
- Any workplace documentation
- Progress meeting records/notes
- Consent forms
- *Reflective log/diary*

What is a unit?

The qualification contains a variety of units which are selected relevant to your job role. Each unit contains the relevant learning objectives you need to achieve to complete your assessments.

Unit 200 Supporting core practice in children’s care, play, learning and development

Level:	2
GLH:	65
Credit:	14
Unit Summary:	The content of this unit reflects the underpinning values, behaviours and principles that should be observed and reflected in practice in all health and care activities that learners engage in. This content builds on the underpinning knowledge developed in the Level 2 Children’s Care, Play, Learning and Development: Core.

GLH - guided learning hours to complete this unit

Objective - this is what you need to learn to get ready for assessment

Unit outcome - this is a breakdown on what is included in the unit

Outcome 1: Principles and values
1.1 Legislation, national policies, guidance and frameworks
You are able to work in ways that: <ul style="list-style-type: none"> • Reflect the principles that underpin children’s care, play, learning and development to your practice • Uphold all relevant Codes of Conduct and Professional Practice in your work.
1.2 Rights based approaches
You are able to work in ways that: <ul style="list-style-type: none"> • Embed a rights based approach in your work.
1.3 Equality, diversity and inclusion
You are able to work in ways that: <ul style="list-style-type: none"> • Respect and promote equality and diversity towards children, their families/carers and others.
1.4 Child-centred approaches
You are able to work in ways that: <ul style="list-style-type: none"> • Embed child-centred approaches in practice • Support children to engage in activities and experiences that reflect their preferences and are meaningful and enjoyable • Reflect own duty to make the best interests of the child paramount and demonstrate this in your practice

What units can I choose?

To achieve the Level 2 Children’s Care, Play, Learning and Development: Practice and Theory qualification learners must achieve a minimum of 40 credits in total:

- 25 credits must be achieved from the Mandatory Group 1
- a minimum of 3 credits must be achieved from Optional Group A
- the balance of 7 credits can be achieved from units in Optional Groups A, B or C
- the minimum of 5 credits must be achieved from Mandatory Group 2

The Level 2 Children’s Care, Play, Learning and Development: Practice and Theory will be graded pass or fail. Learners who achieve the credit required from Mandatory Group 1 and Optional Groups A-C and achieve a Pass in the external assessment (Mandatory Group 2) will be awarded the qualification.

Unit number	Unit title	GLH	Credits
Mandatory Group 1			
200	Supporting core practice in children’s care, play, learning and development	65	14
201	Supporting play, learning, growth and development	25	4
202	Supporting nutrition and hydration in early years	20	4
203	Responding to signs of potential illness and infestation/infection	15	3
Optional Group A			
204	Supporting the care of 0-2 year olds	20	3
205	Supporting the care of 2-3 year olds	20	3
206	Working with 3-7 year olds	25	4
Optional Group B			
207	Supporting the acquisition of a new language through immersion	15	3
310	Positive approaches to behaviour support in early years	25	4
Optional Group C			
208	Supporting children living with diabetes mellitus	20	5
209	Responding to anaphylactic reactions	10	2
210	Introduction to breathlessness and asthma in children	10	2
211	Supporting continence care in children	20	4
212	Supporting individuals with moving and positioning	20	3
213	Introduction to physiological measurements in children	15	3
214	Undertaking point-of-care testing	15	3
215	Undertaking collection of specimens	10	3

Unit number	Unit title	GLH	Credits
312	Supporting children living with epilepsy	20	3
314	Undertaking capillary blood glucose monitoring	15	3
315	Supporting children to undertake glucose monitoring	15	3
Mandatory Group 2			
216	Understanding Children's Care, Play, Learning and Development	50	5

Note, the distinction made between Optional Groups B and C has been to support the assessment methodology for this qualification. Units may be selected from either group to accommodate the balance of credits achievable.

Further details of the assessment methodology can be found in the practice assessment pack.

What will I learn about?

MANDATORY UNITS	
Unit 200: Supporting core practice in childrens care, play, learning and development	<p>Unit Summary: The content of this unit reflects the underpinning values, behaviours and principles that should be observed and reflected in practice in all health and care activities that learners engage in.</p> <p>This content builds on the underpinning knowledge developed in the Level 2 Childrens Care, Play, Learning and Development: Core.</p>
Unit 201: Supporting play, learning, growth and development	<p>Unit Summary: This unit supports the learner to develop the knowledge and skills that are essential when supporting play, growth, learning and development of children.</p>
Unit 202: Supporting nutrition and hydration in early years	<p>Unit Summary: This unit supports the learner to develop the knowledge and skills that are essential when supporting the nutrition and hydration of children in early years.</p>
Unit 203: Responding to signs of potential illness and infestation/infection	<p>Unit Summary: This unit supports the learner to develop the knowledge and skills that are essential when recognising and responding to potential illness during childhood.</p>

OPTIONAL GROUP A	
Unit 204: Supporting the care of 0-2 year olds	<p>Unit Summary: This unit supports the learner to develop the knowledge and skills that are essential when working with 0-2 year olds. It includes the benefit of childcare provision and support services and the provision of physical care routines.</p>
Unit 205: Supporting the care of 2-3 year olds	<p>Unit Summary: This unit supports the learner to develop the knowledge and skills that are essential when working with 2-3 year olds. It includes the role of childcare provision and support services and the provision of safe physical care routines.</p>
Unit 206: Working with 3-7 year olds	<p>Unit Summary: This unit covers the introductory knowledge and skills required to contribute to the care of children aged 3-7 years, including learning and development, reflecting the current Welsh Early Years Curriculum.</p>

OPTIONAL GROUP B	OPTIONAL GROUP C
<p>Unit 207: Supporting the aquisition of a new language through immersion</p> <p>Unit 310: Positive approaches to behaviour support in early years</p>	<p>Unit 208: Supporting children living with diabete mellitus</p> <p>Unit 209: Responding to anaphylactic reactions</p> <p>Unit 210: Introduction to breathlessness and asthma in children</p> <p>Unit 211: Supporting continence care in children</p> <p>Unit 212: Supporting individuals with moving and positioning</p> <p>Unit 213: Introduction to physiological measurements in children</p> <p>Unit 214: Undertaking point of care testing</p> <p>Unit 215: Undertaking of collection of specimens</p> <p>Unit 312: Supporting children living with epilepsy</p> <p>Unit 314: Undertaking capillary blood glucose monitoring</p> <p>Unit 315: Supporting children to undertake glucose monitoring</p>

MANDATORY GROUP 2	
Unit 216: Understanding Children’s Care, Play, Learning and Development	<p>Unit Summary: This unit will enable learners to extend their knowledge of children’s care, play, learning and development through:</p> <ul style="list-style-type: none"> • consolidating and extending knowledge of children’s health, well-being and development, 0-19 years, including factors that support health, well-being and development • gaining knowledge of the role and value of social care, education and health services available in Wales to support children’s care, health, well-being and development needs. <p>External examination: This will assess the learner’s knowledge and understanding of all taught content through their ability to:</p> <ol style="list-style-type: none"> Demonstrate knowledge and understanding of children’s care, play, learning and development. Apply knowledge and understanding of children’s care, play, learning and development. Analyse and reflect on aspects of children’s care, play, learning and development.

What work placements can I attend?

Regular placement days (40 days) 280 hours will develop your own professional practice and apply the theory to practice.

This practice will develop your understanding and knowledge in working in a childcare setting. You will be working with children aged 0-7 years and 11 months.

You can undertake work placement in more than one regulated childcare or child health setting.

Your assessor will observe you on a minimum of four occasions and can ask you questions about your practice.

Your college will arrange your work placements for you.

Placement examples can include:

Qualities needed:

- Professional Attitude
- Caring
- Friendly
- Approachable
- Respectful
- Team player



Creche



Private day nurseries



Playgroup



Health Care settings



Primary Schools (foundation phase only)

Who will be involved in my learning journey?

Tutor

- ask and answer questions
- help plan and organise workload etc.
- help you find work placements
- examine your portfolio of evidence
- assess your knowledge and understanding
- judge when you have met the required standard

Assessor

- visit you in your work placement
- conduct your observations
- provide feedback on professional practice
- help you plan and prepare for assessment
- be involved in making assessment decision about how well you know and understand the knowledge of the qualification

IQA

- they will be selected by your school, college or work-based learner
- they ensure that teachers/tutors/assessors are correct, fair and are consistent in interpreting and understanding the standards and requirements of the qualification

Work placement mentor

- mentor and support when in work placement
- shadow and learn good practice
- first point of contact when in work placement
- complete induction

What support is available?

You may be able to apply for extra support during your period of study and assessment. You will have to meet certain criteria and as the process takes time to organise, make sure you speak with your tutor/teacher or assessor as soon as possible to make the arrangements.

There are lots of websites available for additional support and information:

Health and Care Learning Wales: <https://bit.ly/342OV7Y>

Social Care Wales Induction Handbook: <https://bit.ly/2X392Bm>

Social Care Wales: <https://bit.ly/2JKqJhz>

ASSESSMENT



Prior knowledge from Level 2 Children's, Care, Play, Learning and Development: Core

If you have successfully completed Level 2 Children's, Care, Play, Learning and Development: Core, you have covered parts of theory for Level 2 Children's, Care, Play, Learning and Development: Practice and Theory. You can use this knowledge to help you show competence in Unit 200.

Below are some topics you would have covered:



Principles & values in CCPLD

Child centred approach

Relationships & professional attitudes

Behaviour approaches

Welsh language & culture

Factors impacting development, health & wellbeing

Environments

Additional support needs

Physical care for children

Nutrition & hydration

Safeguarding

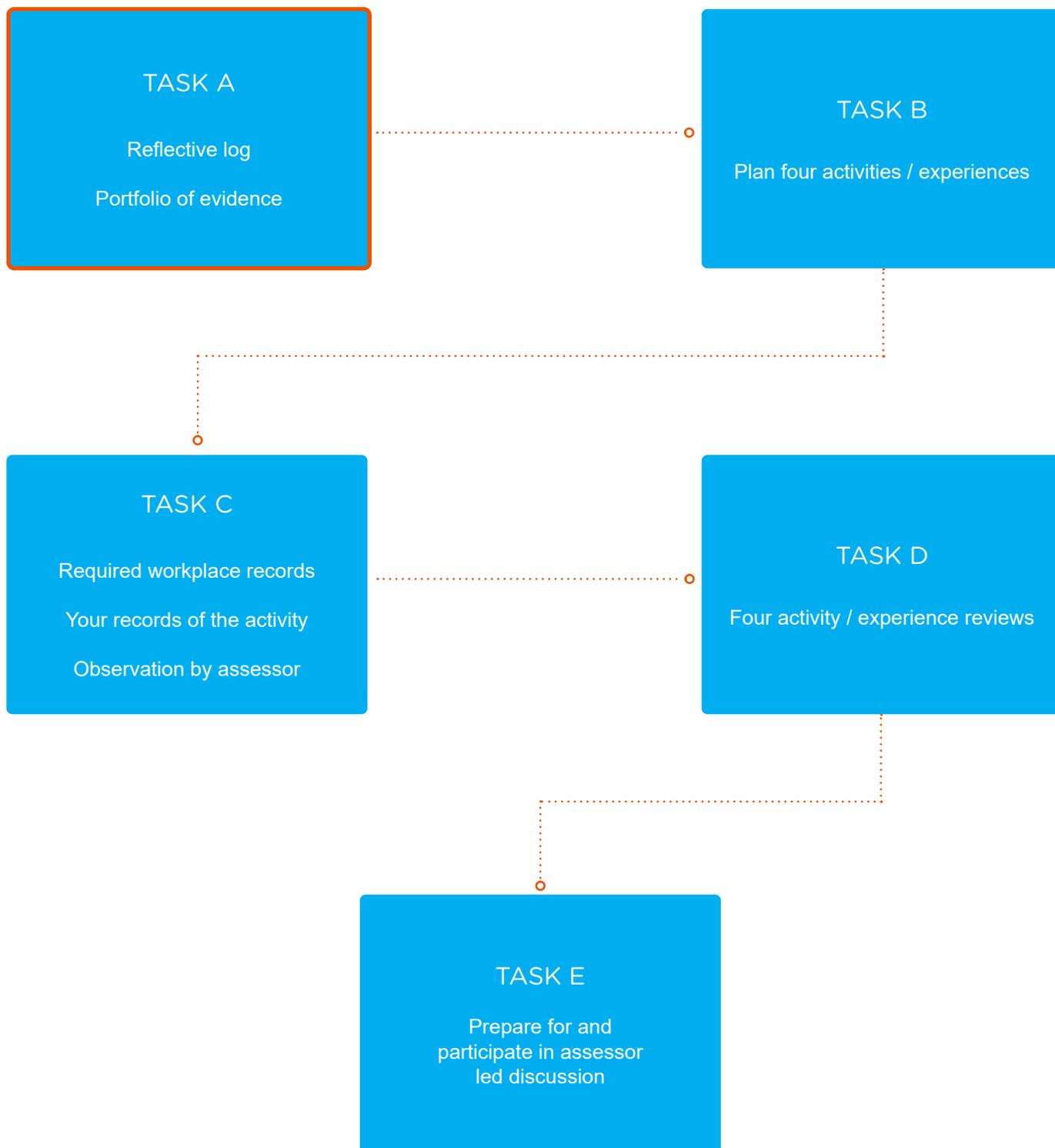
Health and Safety

MANDATORY GROUP 2	
<p>Unit 216: Understanding Children’s Care, Play, Learning and Development</p>	<p>Unit Summary: This unit will enable learners to extend their knowledge of children’s care, play, learning and development through:</p> <ul style="list-style-type: none"> • consolidating and extending knowledge of children’s health, well-being and development, 0-19 years, including factors that support health, well-being and development • gaining knowledge of the role and value of social care, education and health services available in Wales to support children’s care, health, well-being and development needs. <p>External examination: This will assess the learner’s knowledge and understanding of all taught content through their ability to:</p> <ol style="list-style-type: none"> a. Demonstrate knowledge and understanding of children’s care, play, learning and development. b. Apply knowledge and understanding of children’s care, play, learning and development. c. Analyse and reflect on aspects of children’s care, play, learning and development.

The external examination will consist of one 75 minute paper (which can be taken on paper or on-screen) and will:

- include a maximum of 70 marks
- include a balance of short and extended answer questions, based on stimulus material and applied contexts
- assess all four learning outcomes (LO) each series
- assess a sample assessment criteria (AC) within each learning outcomes (LO) each series
- assess all assessment criteria (AC) over the lifespan of the specification
- align with the agreed % mark ranges for each learning outcome in each version of the examination
- only use the command verbs listed in Appendix 2
- be graded pass/fail
- be available in January and May/June from January 2020 onwards

Summary of assessment for Level 2 Children's Care, Play, Learning and Development: Practice



What is a reflective log?

Your reflective log is a critical piece of evidence in completing your **Level 2 Children's Care, Play, Learning and Development: Practice** qualification. This is a written piece of evidence whereby you reflect on your practice while working with the children in your setting, and identify any of your own development needs to discuss further with your manager/assessor.

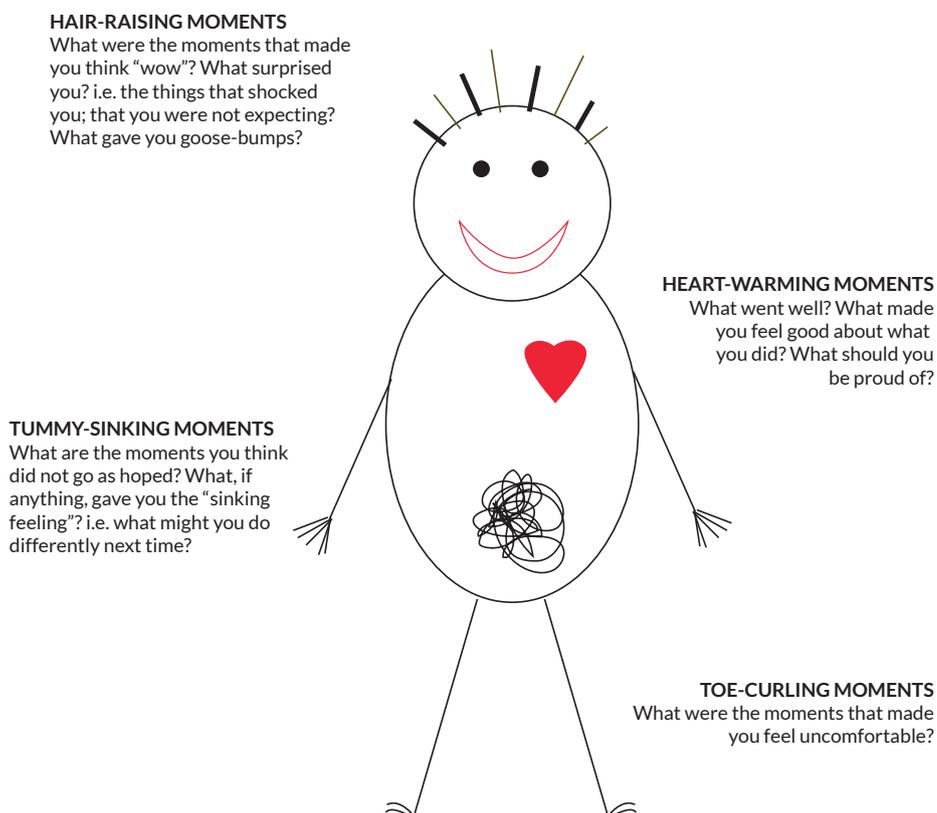
This log is more than a diary and will contain more than a record of events, it will also contain self-reflection, critical analysis and detailed reviews of what you have achieved, what has gone well, or less well, and your thoughts and feelings on how to develop and improve in practice. It is also an opportunity for you to showcase that you know and understand the concepts, approaches, policy and legislation that underpins high quality, child-centred and rights based practice.

Your manager is encouraged to support you to complete this log using different styles of reflection, supporting you to identify and use a format that reflects best your learning style. Your manager should be sure that you understand what you need to do and by when, and that you need to add explanations showing understanding during your written work. They should also ensure that you are not led or told what to do in a way that prevents you from being able to show your own independent decision making and practice.

Reflection is an ongoing process, of immense value and importance, and as such you should update your log regularly throughout the period between progress meetings. Your log will be the subject of discussion during progress meetings and will enable your assessor and manager to more fully support your learning, determine confidence and knowledge, as well as your readiness for assessment.

There are various models of reflection which you can use for your **Level 2 Children's Care, Play, Learning and Development: Practice** reflective log and reflective review of each of the four opportunities/experiences, however it is recommended that you follow Rachel Rayner's model 'Head, Heart, Tummy, Toes'.

This model will guide you in the different elements and layers required in a good reflection, thereby ensuring that you include the necessary detail, analysis and reflection within all of your entries.



What is a guided discussion?

The final assessment activity that you need to be complete is a formal discussion with your assessor. This assessment will be developed to support your assessor to confirm or consolidate any gaps in your evidence; or to add an extra layer of confidence, particularly around any knowledge aspects that may not have been fully seen or explored through your practice observations.

The discussion should form a small part of the overall assessment; if your assessor finds that the evidence to be collected within this element is disproportionately heavy, they will review this and ask you to provide alternative evidence.

Your assessor will use the discussion to ask you questions on areas they have identified as having insufficient evidence within your portfolio and tasks. Your assessor may have identified these deficits at an earlier stage in the assessment process, e.g. during the initial planning and mapping of outcomes, or as evidence is not witnessed during ongoing observation and assessment; or may do so when reviewing the final submitted evidence prior to the discussion.

Prior to the discussion

The assessor will plan the structure of the discussion, i.e. consider the outcomes to be reviewed and the range of questions to ask you. You will not be asked to prepare anything specific for the discussion and the assessor will ensure that questions are clear, and that sufficient relevant context is given if the question is asked on an aspect of observed practice to allow you to recall the event.

Introducing the discussion

It is important that you are at ease at the beginning of the assessment and before collection of evidence begins. This is to enable an accurate assessment of your application of the standards by minimising the extent to which your performance may be hindered by anxiety. Your assessor will take all reasonable steps to ensure this including:

- introducing themselves and explaining their role in the process
- summarising the purpose and structure of the discussion
- emphasising that the confidentiality of their assessment will be maintained
- asking you if you have any questions before beginning the assessment.

During the discussion

Your assessor will make notes to capture your responses. The discussion should feel as natural as possible, utilising open questions to allow you to dominate the conversation. It is expected that the assessor will use a number of techniques to ensure the assessment remains focused and effective. These may include:

- Using follow up questions where necessary to probe for more information or to clarify points, questions such as 'How did you know that?', 'What method did you use to arrive at that conclusion?'
- Providing summaries of points covered to ensure they have understood and recorded candidate evidence accurately.

Following the discussion

Your assessor will complete the Discussion Recording Form confirming whether the key outcome areas to be met have now been sufficiently evidenced.

Timings

As the discussion is based on confirming and consolidating evidence, it is not expected to last more than 15-20 minutes in total.

Retention of evidence

It is permitted for the assessor to digitally record the discussion to support the assessment process, e.g. to use as a post-review tool, or to support the capturing of notes that may be difficult to fully take during the discussion. If the assessor plans to record the discussion digitally, this must be discussed and agreed with you prior to the discussion starting.

PREFERRED LEARNING STYLE



How do I like to learn - what is my 'preferred' learning style?

Learning is a very individual process, and so it's important to focus on how you can learn and process information effectively and how this can support your success and progression. It's important that you learn effectively so that you can recall your new knowledge easily when needed. This isn't only about performing well in your assessments – it's equally important that you can recall your knowledge when working directly with children and others. This qualification will enable you to develop and demonstrate your knowledge, understanding, behaviour, skills and practice within a children's care, play, learning and development setting.

Research suggests that most people have a preferred way of learning which can be roughly described in one or two of the following:

- Doing
- Thinking
- Feeling
- Watching.

Over the years quite a few models or theories have been developed to try and help us to recognise how we learn and what kinds of things different people may need to make learning easier and more successful. Two of the most popular or commonly used models are Kolb's (1984) experiential learning theory and Honey & Mumford's (1983) theory on learning styles.

Kolb's model suggests that effective learning happens in a cycle, that 'experiences' are central to the process and that most people learn using one or two types of action – feeling, thinking, watching, doing.



Kolb D.A. (1984) 'Experiential Learning experience as a source of learning and development', New Jersey: Prentice Hall

Honey and Mumford built on Kolb's theory suggesting that there are four types of learning styles and that an individual's approach to learning will be heavily influenced by only one or two of these.



When the topic of 'preferred' learning styles was first introduced as a way to support effective learning, many believed that individuals only learned in a particular way and that this was relatively unchanging. Modern thinking about a 'preferred' learning style recognises that how you approach learning should not be thought of as something that is unchanging. Thinking about how you prefer to learn is a useful tool to help you to consider how you respond differently to information depending on things like how you are feeling, your motivation and confidence, the type of environment you are in etc.

If you think about the last time you had to learn something you may see that your preferred approach fits into one, or perhaps two, of the following categories:

Learning Style	This may be your preferred learning style if:	You:	Types of learning methods that appeal
Activist	you like to learn by doing	are enthusiastic; tend to act first, consider later; are in the here and now	brain-storming, practical experimentation, role plays, group discussion and problem-solving.
Pragmatist	you like to know how things work or may work in the real world	tend to stand back; consider all angles; tendency to be over cautious	case studies and time to think about the practical applications of what you are learning
Reflector	you like to think about what you’re learning	like to try things out; will act quickly and confidently; can be impatient; effective problem solvers	spending time reading around a subject, and watching others try things out
Theorist	you like to understand how the new learning fits into your ‘working model’ or ‘framework’ and into previous theories	are good at adapting; like to analyse to think deeply about things; are logical thinkers	models and theories, with plenty of background information

If you think about some other learning experiences that you have had, you may notice that you used a different approach because, for example, (1) you had access to different resources, (2) you were feeling confident, (3) you were able to take your time. This is because the environment, how you are feeling emotionally and your past experiences of learning can all impact how you may approach learning today.

Talk to your tutor/teacher/assessor/workplace mentor/employer about what makes learning easier for you and what, if any, concerns you may have about starting a new qualification or programme of study. Your tutor/teacher/assessor/workplace mentor/employer may also be able to support you to access additional support and advice, including how to recognise and better understand what different approaches to learning work best for you.

GLOSSARY OF TERMS



Glossary of terms

Guidance for the delivery of the practice units	The following summary provides guidance on the different elements that are found within the units and information on unit delivery.
Application of unit 200	<p>The content within this unit is the application of practice that reflects the underpinning knowledge that learners have gained through the Level 2 Children’s Care, Play, Learning and Development: Core qualification.</p> <p>The content within unit will need to be applied to units across the qualification — consideration of its application should be made as part of preparation for the delivery of other units within the qualification.</p>
Unit summary	This provides a short, high level summary of the unit content including what knowledge and practice is covered. The unit summary may also provide information on types of settings the unit relates to or is precluded from delivery in.
Learning outcomes	Learning outcomes group together chunks of related practical skills and/or knowledge and are presented as the result of the learning process i.e. what learners must understand or be able to do following teaching and learning. All learning outcomes are supported by a number of assessment criteria.
Assessment criteria	Assessment criteria break down the learning outcomes into smaller areas to be covered. Assessment criteria may be supported by range, indicated by words or phrases in bold .
Range	<p>Some words or phrases within assessment criteria are presented in bold, this means a range has been provided and will be presented at the bottom of the learning outcome. The range contains information about the depth and amount of detail required for a specific assessment criteria. The range is not an exhaustive list, there may be other examples that could fit within that topic area, however those that are listed in the range are key for the delivery of the unit content – all elements listed in the range must be covered as part of the delivery of the unit.</p> <p>Whilst all elements listed in the range must be delivered, it is not expected that all range elements must be specifically observed during the assessment process; reflecting that the assessment judgement is to be made as a holistic judgement, and based at the level of the learning outcome.</p>
Evidence requirements	Evidence requirements provide details of how many times learners must complete practical activities in order to be deemed competent if the unit is not assessed as part of the holistic assessment approach. Evidence requirements have only been written for units in Optional Group C. Full details of the assessment approach for the qualification can be found in the assessment section of this handbook and in the associated assessment pack.

<p>Guidance for delivery</p>	<p>This guidance is aimed at tutors, trainers or facilitators when teaching the unit and provides specific considerations for delivery of the content of the unit where applicable. For example, links that can be made across units within the qualification or examples of how the content can be presented to learners.</p> <p>The guidance for delivery includes definitions of key terminology referred to within the unit.</p> <p>NB - For unit 200 the definitions of the terms that are presented in bold are included in the guidance for delivery.</p>
<p>Related NOS (National Occupational Standards)</p>	<p>These are presented as a guide for tutors, trainers or facilitators delivering the content and give an indication of where the unit content may link to associated NOS. These are not presented as an exhaustive list and are for guidance only. There is no requirement for NOS to be presented as part of unit learning delivery. NB – although every attempt will be made to keep those listed up to date, updated or reviewed versions of NOS may supersede those listed.</p>
<p>Related legislation and guidance</p>	<p>These are provided as a reference and context for the unit and may be used to support the delivery of the content and provide wider context. These are not presented as an exhaustive list and are for guidance only. All legislation, guidance, websites, documentation etc. listed should be checked for currency and relevance before delivery of the unit content.</p>
<p>Recommended unit guidance</p>	<p>It is recommended that learners undertaking this qualification with the intention of progressing into a specific role in the children’s health and care sector, are provided with guidance on the units that will be of most benefit for them in these roles.</p> <p>A table has been provided (Appendix 1) to support identification of the units that are most recommendable for certain roles.</p> <p>Further guidance on the requirements of specific roles within the sector can be accessed on Social Care Wales’ website.</p> <p>https://socialcare.wales/resources/qualification-framework-for-the-social-care-sector-in-wales</p>
<p>Guided Learning Hours (GLH) value</p>	<p>This value indicates the amount of guided learning hours a unit will require for delivery to a learner on average. This includes contact with tutors, trainers or facilitators as part of the learning process, and includes formal learning including classes, training sessions, coaching, seminars and tutorials. Guided learning hours are rounded up to the nearest five hours.</p>
<p>Credit value</p>	<p>This value is based on the guided learning hours plus any additional learning time or additional activities that the learner will need to take to complete the unit. For example, this may include time for informal learning, private study, practice, reflection etc. The total number of hours is divided by ten to get the credit value. Credit values are rounded up to the nearest whole number.</p>