

Unit title: Contribute to the support of the positive environments for children and young people

Unit number: MU 2.8

Unit reference: H/601/3496

Unit level: 2

Unit credit value: 3

Unit aim: The purpose of this unit is to develop the learners understanding of why a positive environment is important to the individual needs of children and young people and the skills required to support this.

Learning outcomes The learner will:	Assessment criteria The learner can:
Learning outcomes 2 and 3 must be assessed in real work environments by a qualified vocationally competent Assessor.	
1. Know the regulatory requirements for a positive environment for children and young people.	1.1. Describe what is meant by a positive environment. 1.2. Identify regulatory requirements that underpin a positive environment for children and young people.
2. Be able to support a positive environment that meets the individual needs of children and young people.	2.1. Meet and greet children and young people in a way that welcomes them into the work setting. 2.2. Provide opportunities for children and young people to engage in activities of choice. 2.3. Provide activities and resources to meet the individual needs of children and young people. 2.4. Support the engagement of children or young people in activities that promote use of their senses . 2.5. Demonstrate how to give praise and encouragement to children or young people for individual achievements.
3. Be able to support the personal care needs of children and young people within a positive environment.	3.1. Explain how to effectively care for children and young people's skin, hair and teeth. 3.2. Demonstrate how to support personal care routines that meet the individual needs of children or young people and promote their independence.

	3.3. Explain how a positive environment and routine meet the emotional needs of children and their families.
	3.4. Describe the importance for physical and mental well being of balancing periods of physical activity with rest and quiet time.
4. Understand how to support the nutritional and dietary needs of children and young people.	4.1. Define the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance.
	4.2. Explain how to establish the different dietary requirements of children and young people.
	4.3. Describe basic food safety when providing food and drink to children and young people.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	There are links with: CCLD205 – Prepare and Maintain environments to meet children's needs
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the QCF unit	Unit should be assessed in line with the Skills for Care and Development Assessment Strategy. Learning outcomes 2 and 3 must be assessed in real work environment.
Unit assessment guidance – provided by the sector	Regulatory Relevant to the frameworks within UK home nation. Environment <ul style="list-style-type: none"> • indoors • outdoors. Individual needs could include: <ul style="list-style-type: none"> • physical • social and emotional • intellectual • language and Communication • cultural • religious • personal choice.

	<p>Senses could include:</p> <ul style="list-style-type: none"> • smell • taste • touch • hearing • sight. <p>Praise and encouragement could include:</p> <ul style="list-style-type: none"> • verbal • displaying children's work • sharing positive feedback • non-verbal • highlighting positive aspects • sharing time. <p>Personal care routine could include:</p> <ul style="list-style-type: none"> • toileting • care of skin • care of teeth • opportunity for rest, quiet, sleep. <p>Dietary requirements could include:</p> <ul style="list-style-type: none"> • cultural • religious • allergies and health requirements • food preferences
<p>Unit assessment guidance - provided by CACHE</p>	<p>Learning outcomes 2 and 3 must be assessed in real work environments by a qualified vocationally competent Assessor.</p>
<p>Unit guided learning hours</p>	<p>27</p>

Assessment task – MU 2.8 Contribute to the support of positive environments for children and young people

Task 1 links to learning outcome 1, assessment criteria 1.1 and 1.2.

Positive environments for children and young people are underpinned by regulatory requirements. You have been asked to produce an information leaflet for children, young people, parents/carers who include:

- a description of what is meant by a positive environment
- an identification of regulatory requirements that underpin a positive environment for children and young people.

Task 2 links to learning outcome 4 -Assessment criteria 4.1, 4.2 and 4.3.

You have been asked to produce the following work documents:

- a poster which defines the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance
- a leaflet which explains how to establish the different **dietary requirements** of children and young people
- a poster which describes basic food safety when providing food and drink to children and young people.

NB: You may choose to use work products to support your work.