

Pearson Edexcel Level 3 Diploma in Children's Learning and Development (Early Years Educator)

Specification

NVQ/Competence-based qualification

First registration September 2014

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com.

This qualification was previously known as:

Pearson Edexcel Level 3 Diploma in Children's Learning and Development (Early Years Educator) (QCF)

The QN remains the same.

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ISBN 978 1 446 93989 5

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Summary of Pearson Edexcel Level 3 Diploma in Children’s Learning and Development (Early Years Educator) specification Issue 2 changes

| Summary of changes made between previous issue and this current issue | Section number |
|--|----------------|
| All references to QCF have been removed throughout the specification except in documents from other organisations eg Assessment Guidance in an Annexe. | |
| Definition of TQT added | Section 1 |
| Definition of sizes of qualifications aligned to TQT | Section 1 |
| Credit value range removed and replaced with lowest credit value for the shortest route through the qualification | Section 2 |
| TQT value added | Section 2 |
| GLH range removed and replaced with lowest GLH value for the shortest route through the qualification | Section 2 |
| Reference to credit transfer within the QCF removed | Section 5 |
| QCF references removed from unit titles and unit levels in all units | Section 12 |
| Guided learning definition updated | Section 11 |

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs) or Competence-based qualifications reflect the skills and knowledge needed to do a job effectively. They are work-based qualifications that give learners the opportunity to demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, allowing flexibility in their delivery to meet the individual learner's needs. The qualifications are based on the National Occupational Standards (NOS) for the sector, which define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

Most NVQ/Competence-based qualifications form the competence component of Apprenticeship Frameworks. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

Award – a qualification with a TQT value of 120 or less
(equivalent to a range of 1–12 credits)

Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

Diploma – a qualification with a TQT value of 370 or more
(equivalent to 37 credits and above).

2 Qualification summary and key information

| Qualification title | Pearson Edexcel Level 3 Diploma in Children's Learning and Development (Early Years Educator) |
|--------------------------------|---|
| Qualification Number (QN) | 601/2963/3 |
| Accreditation start date | 14/03/2014 |
| Operational start date | 01/09/2014 |
| Approved age ranges | 16-18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy. |
| Credit value | Minimum 64 |
| Assessment | Portfolio of Evidence (internal assessment) |
| Total Qualification Time (TQT) | 640 |
| Guided learning hours | Minimum 331 |
| Grading information | The qualification and units are graded pass/fail. |
| Entry requirements | For details of entry requirements see below. Learners must have achieved a Grade C or above in GCSE English and GCSE Mathematics. Centres must also follow the <i>Pearson Access and Recruitment</i> policy (see <i>Section 9, Access and Recruitment</i>) |
| Funding | Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. |

Qualification number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *Information Manual*, available on our website: qualifications.pearson.com

Qualification objectives

The Pearson Edexcel Level 3 Diploma in Children's Learning and Development (Early Years Educator) is for learners who work in, or want to work with children in Early Years settings in England only.

It gives learners the opportunity to:

- demonstrate competence as an Early Years Educator, Child minder or Nursery Nurse
- develop knowledge and skills related to the specified job roles in early years education.
- have existing skills recognised
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning

Relationship with previous qualifications

This qualification is a direct replacement for the Pearson Edexcel Level 3 Diploma for the Children's Workforce pathway 1 (Early Learning and Childcare) only, which has expired.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson Edexcel Level 3 Diploma can progress to the Pearson Edexcel Level 5 Diploma in Leadership for Health and Social Care and Children's Services (England) which contains six pathways, including three that may be appropriate progression, 'Children's Residential Management', 'Children's Management' and 'Children's Advanced Practice'.

Industry support and recognition

This qualification is supported by The National College for Teaching & Leadership (NCTL) and meets the NCTL Early Years Educator (Level 3) Qualifications Criteria.

3 Qualification structure

Pearson Edexcel Level 3 Diploma in Children's Learning and Development (Early Years Educator)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

| | |
|---|----|
| Minimum number of credits that must be achieved | 64 |
| Minimum number of credits that must be achieved at level 3 or above | 61 |
| Number of mandatory credits that must be achieved | 46 |
| Number of optional credits that must be achieved | 18 |

| Unit | Unit reference number | Mandatory units | Level | Credit | Guided learning hours |
|------|-----------------------|---|-------|--------|-----------------------|
| 1 | D/506/1231 | Understand Children's Early Years Education and Development | 3 | 9 | 43 |
| 2 | H/506/1232 | Implementing Early Years Foundation Stage | 3 | 6 | 26 |
| 3 | K/506/1233 | Diversity, Equality and Inclusion in Early Years Settings | 3 | 5 | 23 |
| 4 | M/506/1234 | Plan and Provide Effective Teaching and Learning in Early Years Settings | 3 | 5 | 26 |
| 5 | T/506/1235 | Make Accurate and Productive Use of Assessment in Early Years Settings | 3 | 5 | 23 |
| 6 | A/506/1236 | Develop Effective and Informed Professional Practice in Early Years Settings | 3 | 4 | 13 |
| 7 | F/506/1237 | Promote the Health, Safety and Well-being of Children in Early Years Settings | 3 | 4 | 20 |
| 8 | J/506/1238 | Child Protection and Safeguarding | 3 | 5 | 31 |
| 9 | L/506/1239 | Partnership Working in Early Years | 3 | 3 | 16 |

| Unit | Unit reference number | Optional units | Level | Credit | Guided learning hours |
|------|-----------------------|---|-------|--------|-----------------------|
| 10 | F/506/1240 | Understanding How to Promote Play and Learning in the Early Years | 3 | 9 | 60 |
| 11 | J/506/1241 | Support Children's Outdoor Play | 3 | 4 | 27 |
| 12 | L/506/1242 | Understand How to Work With Children in Home-Based Care | 3 | 9 | 60 |
| 13 | R/506/1243 | Managing a Home-Based Childcare Business | 3 | 5 | 30 |
| 14 | Y/506/1244 | Lead and Manage a Community Based Early Years Setting | 4 | 6 | 45 |
| 15 | D/506/1245 | Coordinate Special Educational Needs Provision | 4 | 4 | 20 |
| 16 | H/506/1246 | Understand the Needs of Children Who Are Vulnerable and Experiencing Poverty and Disadvantage | 4 | 5 | 40 |
| 17 | K/506/1247 | Support Disabled Children and Children With Specific Requirements | 4 | 6 | 45 |
| 18 | M/506/1248 | Support The Use of Medication | 3 | 5 | 40 |
| 19 | T/506/1249 | Support Children at Meal or Snack Times | 2 | 3 | 18 |
| 20 | K/506/1250 | Care for the Physical and Nutritional Needs of Babies and Young Children | 3 | 6 | 45 |
| 21 | M/506/1251 | Support the Development of Positive Behaviour in Children | 3 | 3 | 22 |
| 22 | T/506/1252 | Contribute to Effective Team Working in Health and Social Care or Children's Settings | 3 | 4 | 25 |
| 23 | A/506/1253 | Working Within a Social Pedagogic Framework With Children | 3 | 5 | 35 |

Centres should be aware that within the Level 3 qualification in this specification, learners will be required to meet the demands of unit(s) at level 4. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit(s) during delivery and assessment of the qualification.

4 Assessment

This qualification is assessed through an externally verified Portfolio of Evidence that consists of evidence gathered during the course of the learner's work.

All units that assess competence MUST be assessed in the workplace. This excludes units 1, 7, 10, 12 and 16, which only assess knowledge.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes is:

| | |
|-------------------|---|
| Valid | relevant to the standards for which competence is claimed |
| Authentic | produced by the learner |
| Current | sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim |
| Reliable | indicates that the learner can consistently perform at this level |
| Sufficient | fully meets the requirements of the standards. |

Learners can provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.
- Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, available on the Pearson website.
- a **combination** of these.

Assessment principles

The assessment principles document for this qualification has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains valid and reliable. They have been developed by awarding organisations offering the Early Years Educator qualifications.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria as well as the requirements of the Early Years Educator Qualifications Assessment Principles. As stated in the assessment principles, the evidence for this qualification can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation for competence based learning outcomes only (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations for cross-referencing purposes in their portfolios.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introduction for the units in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

Assessment of knowledge

This qualification consists of the following knowledge-based units:

- Unit 1: Understand Children’s Early Years Education and Development
- Unit 7: Promote the Health, Safety and Well-Being of Children in Early Years Settings
- Unit 10: Understanding How to Promote Play and Learning in the Early Years
- Unit 12: Understand How to Work With Children in Home-Based Care
- Unit 16: Understand the Needs of Children Who Are Vulnerable and Experiencing Poverty and Disadvantage

These units must be assessed in line with the Early Years Educator Qualification assessment principles. Any specific assessment requirements for these units are stated in the unit introduction for the units in *Section 11*.

Centres need to look closely at the verbs used for each assessment criterion in these units when devising the assessment to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements. Any assignment brief should indicate clearly, which assessment criteria are being targeted.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment. To avoid over-assessment, centres are encouraged to link delivery and assessment across the knowledge-based units.

5 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment principles for the sector, equipment, IT, learning materials, teaching rooms.
- Where permitted, RWE must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment principles in Annexe A. Staff assessing learners must meet the occupational competence requirements within the overarching assessment principles for the sector.
- There must be systems in place to ensure the continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 9 Access and recruitment* and *Section 10 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

6 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson vocational qualifications is available at www.pearsonwbl.edexcel.com/qualifications-approval.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, Conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

Centres offering Pearson NVQs/Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites
- and throughput of learners
- and turnover of assessors
- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a Pearson BTEC Apprenticeship framework) a single standards verifier will be allocated to verify all elements of the Pearson BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full Pearson BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the UK NVQ Quality Assurance Centre Handbook and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at <http://pearsonwbl.edexcel.com/iwantto/Pages/quality-assurance.aspx>.

8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities
- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors
- taking advantage of suitable digital methods to capture evidence.

9 Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10 Access to qualifications for learners with disabilities or specific needs*.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at:

<http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>

11 Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources (knowledge units only)

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

Unit amplification (knowledge units only)

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors (knowledge units only)

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Understand Children's Early Years Education and Development

Unit reference number: D/506/1231

Level: 3

Credit value: 9

Guided learning hours: 43

Unit aim

This unit is aimed at learners who work in Early Years. This unit provides knowledge and understanding of how children from birth **up to 8 years** develop*, including underpinning theoretical perspectives. The unit also includes actions taken when differences in development are identified and the potential effects of transitions on children's development. It also includes how to support children through transitions in their lives.

This unit contains the underpinning knowledge for several of the mandatory units. As such, Pearson recommends that this unit should be delivered first.

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/ evidence requirements

* **Up to 8 years** is defined as up until, but not including the child's eighth birthday.

- LO 1: **Children's development** must include the following:
 - cognitive
 - speech, language and communication
 - literacy and numeracy
 - physical
 - emotional
 - social
 - neurological and brain
- AC 1.3: **Holistic development** must include the following:
 - Speech, language and communication
 - personal, social and emotional
 - physical

- LO 5: **Transitions and significant events** must include the following:
 - moving to school
 - starting and moving through day care
 - birth of a sibling
 - moving home
 - living outside of the home
 - family breakdown
 - loss of significant people
 - moving between settings and carers

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|---|---------------------|--|---|
| 1 | Understand patterns of children's development from birth up to 8 years | 1.1 | Explain expected children's development from birth to 5 years | <ul style="list-style-type: none"> • Cognitive, neurological and brain development: makes simple associations, memory, categorising objects • Speech, language and communication: recognition, listening, responding, making noises, responding to own name, • Literacy and numeracy: putting words together, using sentences, picture recognition, interest in stories and rhymes, • Physical: mobility, coordination, balance, gross/fine motor skills, potty training, developing drawing/painting skills, using a knife and fork, growth, strength • Emotional: attachment, developing likes/dislikes, • Social: social skills developing, personal identity, confidence increasing |

| Learning outcomes | | Assessment criteria | Unit amplification |
|-------------------|--|--|---|
| | | 1.2 Explain expected children's development from 5 up to 8 years | <ul style="list-style-type: none"> • Cognitive, neurological and brain development: categorise and sort objects according to multiple features, understand rules, understand point of view • Speech, language and communication: thinking; able to follow instructions; can use language in different ways; speech is easily understood; knows left and right; understands concepts such as tomorrow, yesterday; can distinguish between fantasy and reality • Literacy and numeracy: can count; uses well-formed sentences; can tell the time/count money; can read on their own; • Physical: growth speeds up; developed fine motor skills; muscle coordination; permanent teeth appear; can copy complex shapes • Emotional: confidence; personal identity; perception; independence; aware of own feelings; self-concept • Social: can play cooperatively; competitive spirit; longer attention span; forming a sense of humour |
| | | 1.3 Explain the importance to children's holistic development of: <ul style="list-style-type: none"> • Speech, language and communication • Personal, social and emotional development • Physical development | <ul style="list-style-type: none"> • Areas interlinked; co-dependent; milestones; independence; self-esteem; educational needs; preparation for future; growth • Speech, language and communication: socialisation; needs; preferences; feedback; praise; achievement • Personal, social and emotional development: confidence; self-esteem; self-worth; interaction; friendships; peers; encouragement; guidance • Physical development: skills; mobility; exercise; well-being; health; motor skills; sensory abilities |

| Learning outcomes | Assessment criteria | Unit amplification |
|-------------------|--|--|
| | 1.4 Analyse how children's learning and development can be affected by: <ul style="list-style-type: none"> • personal factors • external factors | Personal factors: <ul style="list-style-type: none"> • Causes: encouragement; limited resources; ineffective role models; lowered expectations • Effects: attention seeking; positive/negative impact of experiences; need for reassurance; anxiety; attachment; loss; impact on social skills; stress; separation anxiety; insecurity; poor attention span; poor self-concept; behaviour; motivation External factors: <ul style="list-style-type: none"> • Causes: decreased access to resources/services; ill health; limited support; limited opportunities; less choice; influence of others; lack of consistency in education; development not monitored effectively • Effects: slowing up of development; poor communication skills; low self-image; loss of independence; failure to grow, thrive and develop; loss of socialisation; dependence |
| | 1.5 Describe how atypical development may impact on areas of development | <ul style="list-style-type: none"> • Physical development: impact of one area of development on others; health status; services accessed; slower/faster rate of development • Communication development: social exclusion; support needs; one area developing more quickly than others; anxiety; behaviour; rate of development |
| | 1.6 Analyse how children's learning and development can be affected by their stage of development | <ul style="list-style-type: none"> • Rate of development; milestones reached; impact on other areas of development; sequence; bonding; attachment; personal identity; self-concept |
| | 1.7 Evaluate how interventions can promote positive development | <ul style="list-style-type: none"> • Assessment; observation; referral; service provision; monitoring; achievement; stage/milestones reached; specialist support; gain confidence; progress with appropriate support in place; communication development; self-concept; motivation; opportunities |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|---|---------------------|---|--|
| 2 | Understand evidence based approaches to child development | 2.1 | Explain how babies and children learn and develop | <ul style="list-style-type: none"> • Use of senses; continuous interaction; observation; communication; exploration; resources; activities; play; relationships; socialisation; support; guidance; attachment; modelling |
| | | 2.2 | Evaluate theories and models of child development | <ul style="list-style-type: none"> • Sigmund Freud: the importance of childhood events and experiences • Erik Erikson: a stage theory of development, encompassing human growth throughout the entire lifespan • John Bowlby proposed that early relationships with carers play a major role in child development and continue to influence social relationships throughout life • Jean Piaget: identified that children think differently to adults and proposed a stage theory of cognitive development • Albert Bandura proposed the 'modelling' or social learning theory • Lev Vygotsky believed that children learn actively and through hands-on experiences: sociocultural cognitive theory • BF Skinner believed that children learn through experience or conditioning. A child will learn if they are rewarded for their behaviour • Ivan Pavlov: classical conditioning • Urie Bronfenbrenner: ecological systems theory • Howard Gardner: multiple intelligences theory • Information-processing theory • the Reggio Emilia Approach: a progressive model of early care and education practice and curriculum |
| | | 2.3 | Explain how to apply theories and models of child development to support children's development | <ul style="list-style-type: none"> • Behaviour analysis; observation; assessment; structure; intervention; referral; effective communication; partnership working; evaluation; the environment; planning; consultation resources; referral |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|--|---------------------|---|---|
| | | 2.4 | Evaluate how evidenced based approaches can inform own practice | <ul style="list-style-type: none"> • Currency of practice; consistency; review; planning; areas for development; use of interventions/strategies; safety of practice; utilising research findings; evaluation of practice; effectiveness of interventions; risk assessment |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|---|---------------------|--|---|
| 3 | Understand the significance of attachment to children's development | 3.1 | Explain theories of attachment | <ul style="list-style-type: none"> • John Bowlby's Theory of Attachment • Mary Ainsworth-attachment behaviour • Hazan and Shaver: the applicability of attachment theory to adult relationships • Main and Solomon's attachment style called disorganized-insecure attachment based upon their own research |
| | | 3.2 | Explain why positive attachment is important for children | <ul style="list-style-type: none"> • Security; confidence; self-concept; supports development; secure attachment; self-regulation; needs met; sense of competence; positive view of the world; high self-esteem |
| | | 3.3 | Analyse the impact on children of not forming positive attachments | <ul style="list-style-type: none"> • Anxiety; lack of self-affirmation; negative view of the world; lack of trust; low self-esteem; wary of strangers; developmental delay; future development; opportunities |
| | | 3.4 | Analyse strategies for promoting positive attachments | <ul style="list-style-type: none"> • Effective communication; interaction; openness; being responsive to needs; nurturing; understand individuality; consistency; continuity; socialisation; contact; reliability; trust; expectations; observation; importance of key person scheme |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|---|---------------------|--|--|
| 4 | Understand how to support children's speech, language and communication | 4.1 | Identify the communication development needs of children from: <ul style="list-style-type: none"> • Birth to 2 years • 2 to 5 years • 5 up to 8 years | <ul style="list-style-type: none"> • Birth to 2 years: interaction; talking; listening; use of soothing voice; normal language; responding; encouraging speech; use of hand gestures; board/cloth books; socialisation • 2 to 5 years: reading; writing; talking; listening; interaction; books; naming objects; encouraging drawing; socialisation; feedback • 5 up to 8 years: modelling; interaction; more advanced games/reading; active listening; use of questioning; guidance; socialisation; feedback |
| | | 4.2 | Explain early intervention criteria | <ul style="list-style-type: none"> • Stages; observations; assessment; diagnosis; reference based; standards; guidance; collaboration; specialist interaction |
| | | 4.3 | Explain how multi-agency teams work together to support speech, language and communication | <ul style="list-style-type: none"> • Resourcing; sharing expertise; outcomes; planning; assessment; review; monitoring; evidence-based practice |
| | | 4.4 | Explain systematic synthetic phonics associated with reading | <ul style="list-style-type: none"> • Goes from simple to more complex; the correspondences between sounds (phonemes) and letters; grasp of basic workings then move on to greater detail; orderly teaching framework through which children develop phonic knowledge and skills; identify and blend different letter sounds and letter combinations together to make a word; word recognition skills; fluency of reading |
| | | 4.5 | Evaluate strategies for developing early literacy and mathematics | <ul style="list-style-type: none"> • Literacy: writing; songs; dance; planning; preparation; activities; resources; books; drama; music; reading; role play • Mathematics: activities; resources ; environment; review; evaluation; counting; games |
| | | 4.6 | Explain how play and activities support speech, language and communication development | <ul style="list-style-type: none"> • Engagement; interaction; interlinked; socialisation; learning; planning; monitoring; assessment; confidence; motivation; achievement; self-esteem |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|--|---------------------|--|---|
| 5 | Understand how transitions and significant events affect children's lives | 5.1 | Analyse the potential effect that transitions and significant events have on children | <ul style="list-style-type: none"> • Transitions and significant events: moving to school; starting and moving through day care; birth of a sibling; moving home; living outside of the home; family breakdown; loss of significant people; moving between settings and carers • Anger; crying and tearfulness; clinginess; need for affection; withdrawal; unreasonable behaviour; regression in behaviour; difficulty sleeping; loss of appetite; loss of motivation; lack of concentration; self-harming; withdrawal; avoiding social contact; low self-confidence and self-esteem; strained relationships; anxiety; confusion |
| | | 5.2 | Explain how to prepare and support children through transitions and significant events in their lives | <ul style="list-style-type: none"> • Open communication; discuss what is happening; focus and give opportunities for communication; routines that reassure; visits that help children be familiar with places they'll be attending; encourage questions |
| | | 5.3 | Explain the effect on children of having stable relationships during periods of transition | <ul style="list-style-type: none"> • Confidence; less anxiety; resilience; motivation; focus; acceptance; development; communication |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Information for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of what early years education and development is. It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Learners will develop knowledge and understanding of how children from birth up to 8 years develop, including underpinning theoretical perspectives. The unit also includes actions taken when differences in development are identified and the potential effects of transitions on children's development as well as how to support children's through transitions in their lives.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the provision for early years education and development.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 5.

Learning outcome 1 could be delivered through a taught session on patterns of children's development from birth up to 8 years and the importance to children's holistic development of speech, language and communication, personal, social and emotional development and physical development. Using case study material learners could carry out an analysis of the impact personal and external factors can have on children's learning and development. Learners could also use the material to explore how atypical development and stage of development impacts on development, evaluating how interventions can promote positive development.

Learning outcome 2 could be delivered by a guest speaker and question and answer session. This should include evidence based approaches, how babies and children learn and develop and theories and models of child development. In addition learners should discuss in groups how to apply theories and models of child development to support children's development. Finally, using note from the presentation, learners are required to carry out an evaluation of how evidenced based approaches can inform their practice.

Learning outcome 3 could comprise of group work using case studies to support understanding of the significance of attachment. Learners should also explore theories of attachment, strategies for promoting positive attachments and why positive attachment is important for children. The impact on children of not forming positive attachments should also be discussed.

Learning outcome 4 could be delivered through a taught session relating to how to support children's speech, language and communication and the communication development needs of children from birth to 2 years, 2 to 5 years and 5 up to 8 years. Group work could facilitate the exploration of early intervention criteria. Holistic development is important for children and learners should explore how multi-agency teams work together to support speech, language and communication.

A guest speaker could be invited to talk about systematic synthetic phonics associated with reading and strategies for developing early literacy and mathematics. This should link to how play and activities support speech, language and communication development.

Learning outcome 5 could be delivered through a taught session focussing on how transitions and significant events affect children's lives. Case study material, used in group work, could be used to enable learners to gain an understanding of how to prepare and support children through transitions and significant events in their lives. Lastly learners should use the case study material to explore the effect on children and young people of having stable relationships during periods of transition.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

The most appropriate way to confirm coverage of all learning outcomes and assessment criteria in this unit is through centre devised assessment materials and professional discussion. Opportunities exist for assessment to include: the use of research, leaflets and presentations, as well as the potential for supporting witness statements to be provided.

The assessor must ensure that the learner has provided sufficient evidence to meet the requirements of each criterion, but a holistic approach can be taken to each learning outcome and potentially for the unit as a whole.

Evidence for this unit could be presented in a variety of ways. Below are suggestions for evidence.

Learning outcome 1: using notes from the taught input, evidence could be in the form of a guidance document explaining the expected patterns of children's development from birth up to 8 years and the importance to children's holistic development of speech, language and communication, personal, social and emotional development and physical development. The document should include how children's learning and development can be affected by personal factors and external factors and how atypical development can impact on development. Learners should also include information on how children's learning and development can be affected by their stage of development and individual circumstances and how interventions can promote positive development.

Learning outcome 2: evidence could be in the form of learner responses to the case study to include an explanation of how babies and children learn and develop; using theories and models of child development. Notes from the guest speaker session and question and answer session could be used to inform content. The case study could also ask learners to explain how theories and models are applied to support development and how evidenced based approaches can inform their practice.

Learning outcome 3: notes from the case study activities could inform the preparation of a seminar to deliver to staff explaining theories of attachment, strategies for promoting positive attachments and why positive attachment is so important. To include hand-outs analysing the impact on children of not forming positive attachments.

Learning outcome 4: evidence could be in the form of an article for the company magazine that explains the communication development needs of children from birth to 8 years, supported by session notes. The article will include early intervention criteria and explain early intervention criteria. Learners should also include in their article the importance of holistic development for children. The article could be accompanied by a frequently asked questions section explaining the workings of multi-agency teams supporting speech, language and communication, systematic synthetic phonics associated with reading and an evaluation of strategies used for developing early literacy and mathematics and how play and activities support speech, language and communication development.

Learning outcome 5: using notes from the taught session, evidence could be in the form of a presentation to demonstrate understanding of transitions and significant events and how they affect children's lives. Learners should include an analysis of the potential effect of a transition or significant event on children and, in order to combat this, the preparation and support children might need through transitions in their lives. This will also highlight the effect of having stable relationships during periods of transition.

Suggested resource

Textbooks

Brown S, *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul* (J P Tarcher/Penguin Putnam 2010) ISBN 978-1583333785

Else P, *The Value of Play* (Continuum International Publishing Group Ltd. 2009) ISBN 978-0826495655

Lindon J, *Understanding Child Development* (Hodder Education 2012) ISBN 1444167189 ISBN-13: 978-1444167184

Meggitt, C, *Child Development, an Illustrated Guide 3rd edition with DVD* (Pearson Education 2012) ISBN 0435078801

Minett, P, *Child Care and Development* (Hodder Arnold, 2005) ISBN 0340889152

Trodd, L, *Transitions in the Early Years: Working with Children and Families* (Sage 2012) ISBN 9781446249789

Journals and/or magazines

Common Threads- www.commonthreads.org.uk/

Early Years Educator www.earlyyearseducator.co.uk/

Nursery World www.nurseryworld.co.uk/

Play Right www.ipaworld.org

Websites

www.4children.org.uk - 4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19.

www.barnardos.org.uk - Barnardo's works to transform the lives of vulnerable children and young people

www.ncb.org.uk/cpis - Children's Play Information Service

www.education.gov.uk/childrenandyoungpeople - The Department of Education is committed to providing high-quality early education and support for parents, children and young people.

www.early-education.org.uk - Early Education believes every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances

www.kids.org.uk - KIDS provides opportunities and support to disabled children, young people and their families

www.ncb.org.uk - The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people.

www.nspcc.org.uk - The NSPCC's vision is to end cruelty to children in the UK.

Unit 2: **Implementing Early Years Foundation Stage**

Unit reference number: H/506/1232

Level: 3

Credit value: 6

Guided learning hours: 26

Unit aim

This unit introduces learners to the Early Years Foundation Stage (EYFS), which is a framework for practitioners in England to follow to ensure they meet the diverse needs of all the children in their setting and help them to fulfil their potential

Unit assessment requirements/evidence requirements

AC 3.2 The **four specific** areas of learning of the EYFS:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The **three prime** areas of learning:

- communication and language
- physical development
- personal, social and emotional development

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|--|---------------|---------------------|------|
| 1 | Understand the Early Years Foundation Stage (EYFS) | 1.1 | Describe the scope and legal status of the EYFS | | | |
| | | 1.2 | Explain the overall structure of the EYFS | | | |
| | | 1.3 | Explain the principles and themes of the EYFS | | | |
| | | 1.4 | Explain how early years settings are inspected to check their delivery of the EYFS | | | |
| | | 1.5 | Describe how children’s development is assessed at different points | | | |
| 2 | Understand how to apply the safeguarding and welfare requirements within the EYFS | 2.1 | Identify the EYFS safeguarding and welfare requirements | | | |
| | | 2.2 | Explain the rationale behind the safeguarding and welfare requirements | | | |
| | | 2.3 | Evaluate the practical implications of the safeguarding and welfare requirements within the EYFS | | | |
| 3 | Be able to implement the education programme within the EYFS | 3.1 | Describe the scope of the areas of learning in the EYFS | | | |
| | | 3.2 | Evaluate how the four specific areas of learning relate to the three prime areas of the EYFS | | | |
| | | 3.3 | Facilitate play activities for a given child that allows opportunities for the prime areas of learning | | | |
| | | 3.4 | Use observations of a given child’s development to plan for progress within the EYFS | | | |
| | | 3.5 | Balance adult-led and child-initiated activities | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|--|---------------|---------------------|------|
| 4 | Be able to support children's progress towards EYFS outcomes | 4.1 | Identify the EYFS outcomes | | | |
| | | 4.2 | Evaluate children's progress within the EYFS | | | |
| | | 4.3 | Plan an adult-directed activity, which takes into account: <ul style="list-style-type: none"> the identification of children's needs and interests links to the areas of learning the need for activities to be playful | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Diversity, Equality and Inclusion in Early Years Settings

Unit reference number: K/506/1233

Level: 3

Credit value: 5

Guided learning hours: 23

Unit aim

This unit is aimed at learners who work in early years settings. The unit covers the importance of equality, diversity and inclusion, and how to promote these in the work setting. The unit also looks at the importance of promoting equality of opportunity and anti-discriminatory practice.

Unit assessment requirements/evidence requirements

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|--|---------------|---------------------|------|
| 1 | Understand the importance of promoting diversity, equality and inclusion | 1.1 | Explain what is meant by: <ul style="list-style-type: none"> • Diversity • Equality • Inclusion | | | |
| | | 1.2 | Explain how legislation and codes of practice relating to equality, diversity and inclusion apply to own work role | | | |
| | | 1.3 | Describe how prejudice and discrimination may affect a child's life chances | | | |
| | | 1.4 | Describe potential barriers to implementing equality in early years settings | | | |
| | | 1.5 | Explain how to support others to promote diversity, equality and inclusion | | | |
| 2 | Be able to use practice that reflects cultural differences and family circumstances | 2.1 | Interact with others in ways that respects their beliefs, culture, values and preferences | | | |
| | | 2.2 | Show behaviour that models inclusive practice | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|---|---------------|---------------------|------|
| 3 | Be able to promote equality of opportunity and anti-discriminatory practice | 3.1 | Challenge discrimination in a way that supports change | | | |
| | | 3.2 | Apply anti-discriminatory legislation and codes of practice to own behaviour within the early years setting | | | |
| | | 3.3 | Reflect on the impact of legislation and codes of practice on the promotion of equality of opportunity in own setting | | | |
| 4 | Be able to support children with additional needs in early years practice | 4.1 | Apply additional needs legislation, regulations and codes of practice to own practice | | | |
| | | 4.2 | Analyse how models of disability influence own practice | | | |
| | | 4.3 | Plan to meet individual children's needs | | | |
| | | 4.4 | Lead activities that meet children's individual needs | | | |
| | | 4.5 | Identify who to approach when specialist expertise may be needed | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Plan and Provide Effective Teaching and Learning in Early Years Settings

Unit reference number: M/506/1234

Level: 3

Credit value: 5

Guided learning hours: 26

Unit aim

The aim of this unit is to give learners the knowledge, understanding and skills to support teaching and learning activities. The unit looks at the planning and implementation involved in delivering purposeful play and educational programmes.

Unit assessment requirements/evidence requirements

AC 1.3, 1.4 Learners must cover all of The Early Years Foundation Stage **Learning and development areas** in their plans:

- Communication and language (e.g. extending vocabulary, language structure and dialogue)
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

AC 7.3 **Others** may include, but is not limited to:

- carers
- foster carers
- residential workers
- social workers
- psychologists
- doctors
- support workers

- police
- youth justice
- speech and language therapists
- colleagues
- key person

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|---|---------------|---------------------|------|
| 1 | Be able to implement purposeful play opportunities, experiences and educational programmes | 1.1 | Apply the principles and themes of the Early Years Foundation Stage (EYFS) to own practice | | | |
| | | 1.2 | Implement strategies to develop and extend children’s learning and thinking, including sustained shared thinking | | | |
| | | 1.3 | Plan activities that include the learning and development areas of current early education curriculum requirements | | | |
| | | 1.4 | Lead activities that include the learning and development areas of current early education curriculum requirements | | | |
| 2 | Be able to provide environments that support children’s learning | 2.1 | Prepare the environment within own setting to support and extend children’s learning and development | | | |
| | | 2.2 | Evaluate how effective the environment within own setting has been in extending children’s learning and development | | | |
| | | 2.3 | Explain how the environment in own setting meets the needs of individual children | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|--|---------------|---------------------|------|
| 3 | Be able to support children's group learning and socialisation | 3.1 | Plan activities which support children's group learning and socialisation | | | |
| | | 3.2 | Implement activities which facilitate children's group learning and socialisation | | | |
| 4 | Be able to support children's individual learning and development | 4.1 | Plan activities that show differentiation to support children's individual learning and development needs | | | |
| | | 4.2 | Evaluate plans to ensure they reflect children's: <ul style="list-style-type: none"> • Age • Stage of development • Individual circumstances • Group needs | | | |
| 5 | Be able to promote positive behaviours expected of children | 5.1 | Describe the importance of modelling and promoting positive behaviours for children | | | |
| | | 5.2 | Apply boundaries and rules for children's behaviour in accordance with the policies and procedures of the setting | | | |
| | | 5.3 | Role model the standards of behaviour expected of children within the setting | | | |
| 6 | Be able to support children to manage their own behaviour | 6.1 | Provide realistic, consistent and supportive responses to children's behaviour | | | |
| | | 6.2 | Apply skills and techniques for supporting and encouraging children's positive behaviour | | | |
| | | 6.3 | Apply skills and techniques for supporting children to manage their own behaviour in relation to others | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|--|---------------|---------------------|------|
| 7 | Understand when a child is in need of additional support | 7.1 | Describe the indicators of a child being in need of additional support | | | |
| | | 7.2 | Explain how to adapt resources and approaches to provide additional support | | | |
| | | 7.3 | Develop strategies for working in partnership with parents and/or carers and others with children with additional needs | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Make Accurate and Productive Use of Assessment in Early Years Settings

Unit reference number: T/506/1235

Level: 3

Credit value: 5

Guided learning hours: 23

Unit aim

This unit gives learners the understanding and competence to facilitate assessment and planning with children in partnership with others. The unit also identifies the importance of children being involved in assessment and planning.

Unit assessment requirements/evidence requirements

ACs 4.1, 5.2, 5.3 **Others** may include:

- carers
- foster carers
- residential workers
- social workers
- psychologists
- doctors
- support workers
- police
- youth justice
- speech and language therapists
- colleagues
- key person

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|--|---------------|---------------------|------|
| 1 | Understand how to assess within the early education curriculum framework | 1.1 | Analyse the value of a child-centred model of assessment | | | |
| | | 1.2 | Describe assessment techniques appropriate to the current early education curriculum framework | | | |
| | | 1.3 | Evaluate how observations and assessments are used to inform planning | | | |
| | | 1.4 | Explain the importance of parental involvement in observation and assessment | | | |
| | | 1.5 | Explain how to relate theories of play and development to assessment | | | |
| 2 | Be able to carry out observational assessment | 2.1 | Ensure issues of permission, confidentiality and participant bias are addressed when carrying out assessment | | | |
| | | 2.2 | Carry out observational assessment | | | |
| | | 2.3 | Complete assessment records for a given child | | | |
| | | 2.4 | Review the effectiveness of plans and planning methods | | | |
| 3 | Be able to identify the needs, interests and stages of development of individual children | 3.1 | Use assessment to identify the needs of individual children | | | |
| | | 3.2 | Use assessment to identify the interests of individual children | | | |
| | | 3.3 | Use assessment to identify the stages of development of individual children | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|--|---------------|---------------------|------|
| 4 | Be able to use assessment to plan next steps | 4.1 | Collaborate with children and others in expressing their needs and aspirations to inform planning | | | |
| | | 4.2 | Use formative assessment to shape learning opportunities | | | |
| | | 4.3 | Use summative assessment to shape learning opportunities | | | |
| | | 4.4 | Explain how the goals and targets for a given child will support the achievement of positive outcomes | | | |
| | | 4.5 | Explain the action to take if atypical development is identified | | | |
| 5 | Be able to discuss children's progress and plan next stages | 5.1 | Discuss children's progress and plan next stages in their learning with: <ul style="list-style-type: none"> • the key person • colleagues • parents and/or carers | | | |
| | | 5.2 | Develop a plan with a child and others to meet their needs to achieve positive outcomes | | | |
| | | 5.3 | Support children and others to understand and agree: <ul style="list-style-type: none"> • the goals • targets • outcomes of a development plan | | | |
| | | 5.4 | Review the achievement of goals and targets to track children's progress | | | |
| | | 5.5 | Review plans and planning methods to evaluate their effectiveness in ensuring the progress of children's play and development | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: **Develop Effective and Informed Professional Practice in Early Years Settings**

Unit reference number: A/506/1236

Level: 3

Credit value: 4

Guided learning hours: 13

Unit aim

This unit gives learners the understanding and competence required to engage in continuing professional development in relation to practice. The unit also introduces the importance of continuous reflection and how learners can apply this to their practice.

Unit assessment requirements/evidence requirements

AC 1.3 **Colleagues** in early years settings include:

- special educational needs coordinator (SENCO)
- key person
- early years teachers
- early years professional
- teachers
- social workers
- police liaison
- family support workers
- health visitors
- speech and language therapists
- dieticians
- educational psychologist
- child psychiatrists
- counsellors

AC 3.3 **Subject knowledge:** for example, in English, mathematics, music, history, or modern foreign languages

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|---|---------------|---------------------|------|
| 1 | Use effective written and spoken communication in the workplace | 1.1 | Identify any barriers to communication | | | |
| | | 1.2 | Communicate using standard English in written documents | | | |
| | | 1.3 | Communicate effectively using standard English when speaking to: <ul style="list-style-type: none"> • Parents and/or carers • Colleagues | | | |
| | | 1.4 | Develop an action plan for improvement for areas of own communication requiring development | | | |
| 2 | Understand the importance of continued professional development | 2.1 | Analyse requirements relating to maintaining current and competent practice | | | |
| | | 2.2 | Explain the importance of continued professional development to improve skills and early years practice | | | |
| | | 2.3 | Analyse the importance of reflective practice in relation to working with children | | | |
| | | 2.4 | Explain the importance of understanding the limits of personal competence | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|---|---------------|---------------------|------|
| 3 | Be able to plan for and monitor own professional development | 3.1 | Use professional supervision in order to improve practice | | | |
| | | 3.2 | Identify areas for development | | | |
| | | 3.3 | Develop and implement an action plan to improve own: <ul style="list-style-type: none"> • skills • practice • subject knowledge | | | |
| 4 | Be able to engage in reflective practice | 4.1 | Identify sources of information to access to gain awareness of own practice | | | |
| | | 4.2 | Evaluate the effectiveness of own early years practice with children | | | |
| | | 4.3 | Identify factors that might affect own practice | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Promote the Health, Safety and Well-being of Children in Early Years Settings

Unit reference number: F/506/1237

Level: 3

Credit value: 4

Guided learning hours: 20

Unit aim

This unit looks at how to create safe environments that still allow children to explore and take risks. The unit also looks at recognising hazards and undertaking risk assessments in the work setting

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/evidence requirements

4.1 Role of practitioners in relation to:

- ensuring there is adequate supervision
- keeping up-to-date registers
- role-modelling safe behaviour
- selecting resources and equipment appropriate to children's age/stage of development
- understanding the principles of first aid in response to an accident
- knowing how to carry out an emergency evacuation
- knowing how and when to call for emergency help in medical and fire emergencies
- staying calm and reassuring children.

6.1 **Prevention and control of infection including:**

- hand washing
- food hygiene
- dealing with spillages safely
- safe disposal of waste
- using correct personal protective equipment
- knowledge of common childhood illnesses and immunisation
- exclusion periods for infectious diseases

7.1 **The risk assessment process, including:**

- identifying hazards
- deciding who may be harmed and how
- evaluating the risk
- deciding on precautions
- recording findings and implementing them
- reviewing assessment and updating

7.3 **Infection and safety risks including:**

- in indoor and outdoor play and learning experiences
- in personal care routines
- in provision of food
- in cleaning and maintaining the environment, equipment and toys
- when taking children on outings from the setting

8.2 **Records and reports include:**

- medication requirements
- special dietary needs
- planning
- observation and assessment
- health, safety and security
- accidents
- daily registers

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|--|---------------------|---|--|
| 1 | Understand health and safety legislation and regulations | 1.1 | Explain how health and safety legislation and regulations are implemented in own work setting | <ul style="list-style-type: none"> • Legislation: Health and Safety at Work etc. Act 1974, Control of Substances Hazardous to Health 2002; European Standard for fixed play equipment; duty of care; agreed ways of working; Children Act 1989 amended 2004; the Childcare Act 2006; the Regulatory Reform (Fire Safety) Order 2005; the Data Protection Act 1998; Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012; Health and Social Care Act 2012: Code of Practice on the prevention and control of infections • How the legislation is implemented: Roles and responsibilities; maintenance/provision of equipment; incident reporting; risk assessment review; training; dissemination of findings; dealing with accidents, injuries and emergency situations; administering basic first aid if trained to do so; moving and handling procedures; food handling and preparation; procedures for disposing of clinical waste • Regulations: The Management of Health and Safety at Work Regulations 1999; The Manual Handling Operations Regulations 1992 (as amended in 2002), the Lifting Operations and Lifting Equipment Regulations 1998; Workplace (Health, Safety and Welfare) Regulations 1992: Personal Protective Equipment at Work Regulations 1992; Health and Safety (First Aid) Regulations 1981; the Health and Safety Information for Employees Regulations 1989: Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 (as amended); Control of Substances Hazardous to Health Regulations 2002 (COSHH); Motor Vehicles (Wearing of Seat Belts) (Amendment) Regulations 2006; Smoking Ban (From 01/07/2007) EYFS legal requirement; Food Hygiene Legislation 2006 (European Directives); Food Hygiene (England) Regulations 2005; Health Protection (Local Authority Powers) Regulations 2010 |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|--|---------------------|---|---|
| | | | | <ul style="list-style-type: none"> How the regulations are implemented: guidance; control measures; training; supervision; operating, reporting and recording procedures; first-aid situations; hygiene procedures; working conditions and the working environment; use of equipment; regulations for using mechanical or electrical equipment; health care procedures; procedures for administering personal care; food hygiene regulations; infection control and dealing with hazardous substances; security and personal safety; procedures for personal security and safeguarding personal property |
| | | 1.2 | Identify sources of current guidance for planning healthy and safe environments | <ul style="list-style-type: none"> Work-based training; Health and Safety Executive; British Safety Council; European Commission; Department of Health; Ofsted; Public Health England |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|--|---------------------|---|--|
| 2 | Understand how to carry out physical care routines | 2.1 | Identify the physical care routines which may be carried out | <ul style="list-style-type: none"> Nappy changing routines; supporting children in the use of the toilet; hand-washing; skin care; hair care; use of toiletries; sun safety; development and care of teeth; application of prescribed creams; administration of medication; dressing and undressing |
| | | 2.2 | Describe how to plan and carry out physical care routines suitable to the age, stage and needs of the child | <ul style="list-style-type: none"> Consistency in children's development; consistent routines for children; choice; assessment of needs; care plan; review; participation; use of personal protective equipment; privacy; dignity; consent; reporting; recording changes Suitable: support required; level of personal care; use of toileting facilities appropriate to age, cultural and ethnic needs, stage and needs; encouraging face/hand washing; awareness of routines/timings of activities; independence with teeth/hair/skin care |
| | | 2.3 | Explain potential dilemmas between the rights and choices of children and health and safety requirements | <ul style="list-style-type: none"> Rights: dignity; preferences; confidentiality; safety; guidance; risk assessment; safeguarding; privacy Choices: Not wanting to wash hands/face/teeth; choosing play with risk attached; play/actions leading to injury from burns, choking, falling Dilemmas: Using risk assessment procedures, regulations and relevant health and safety legislation to justify compliance for specific procedures or actions; encouraging hand washing to minimise the spread of infection but child chooses not to carry this out; acceptable and unacceptable risk; child chooses to use their freedom and choice and to take actions with risk involved |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|---|---------------------|---|--|
| 3 | Understand why health and well-being is important for babies and children | 3.1 | Analyse the importance of health and well-being for babies and children | <ul style="list-style-type: none"> • Healthy development; progression; self-esteem; self-actualisation; socialisation; interaction; independence; mobility; learning; co-ordination; achievement • Ill health: slow/poor achievement and development; risk; lack of independence; reliance on others; practitioner/specialist intervention; impact on mobility/socialisation |
| | | 3.2 | Describe ways of promoting healthy lifestyles for babies and children | <ul style="list-style-type: none"> • Implementing policies and procedures; safe ways of working; role modelling; active participation; play; creativity; planning; assessment; use of resources; partnership working; healthy options; promotion of breast feeding of babies |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|---|---------------------|---|---|
| 4 | Understand how to keep children safe and secure in early years settings | 4.1 | Analyse the role of practitioners in keeping children safe and secure | <ul style="list-style-type: none"> Security of information; balancing protection/safety/risk/challenge; risk assessment; safe working practices; reporting; recording; safeguarding; role modelling; encourage children to keep themselves safe; supervision; support; safety awareness; training; monitoring; observing; confidentiality; security of setting; policies and procedures; safe ways of working; duty of care; whistle blowing; reporting; recording; reassurance; roles and responsibilities; boundaries |
| | | 4.2 | Identify own responsibilities in relation to health and safety | <ul style="list-style-type: none"> The individual duty to take care of own health and safety and that of others; understanding and applying relevant legislation and agreed ways of working; responsibility to undertake relevant training and updating as required; cooperating with others on health and safety; use of protective clothing; use of equipment and specialised equipment; certain tasks should not be carried out without special training; first aid responsibilities; administering medication; health care procedures; food handling and preparation; duty of care; reporting; recording |
| | | 4.3 | Explain how health and safety is monitored and maintained | <ul style="list-style-type: none"> Monitored: Procedures; codes of practice; policies; roles/responsibilities; observation Maintained: feedback; review; evaluation; reporting; inspection; training |
| | | 4.4 | Describe how people in own work setting are made aware of risks and hazards and encouraged to work safely | <ul style="list-style-type: none"> Awareness of risks and hazards: training; supervision; monitoring; reporting; recording; policies; procedures; codes of practice Working safely: Training; supervision; feedback; codes of practice; role modelling; observation; responsibility; shadowing; mentoring |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|---|---------------------|--|--|
| 5 | Understand how to respond to accidents and emergency situations | 5.1 | Identify accidents and emergency situations which may occur in an early years setting | <ul style="list-style-type: none"> Accidents: trips; falls; injuries; choking; burns Emergency situations: missing child; intruder; fire; flood; gas leak; illness; terror alert |
| | | 5.2 | Explain how to respond to accidents and emergency situations | <ul style="list-style-type: none"> Immediately: Clearing the area; remaining calm; sending for help; calling emergency services; assessing the individual for injuries; administer basic first aid if necessary and if trained; stay with the person until help arrives; observe and note any changes in condition; provide a full verbal report; implementing policies, procedures; agreed ways of working; knowing when to ask for assistance After the incident: Complete written report; relevant documentation; identifying intruder; partnership working; informing parents/carers |
| | | 5.3 | Explain how to avoid injuries in early years settings | <ul style="list-style-type: none"> Safe ways of working; risk assessment; maintenance; use of safe resources; harm reduction training; roles and responsibilities |
| | | 5.4 | Describe the procedures for recording and reporting accidents and other emergencies in own setting | <ul style="list-style-type: none"> Correct forms; Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) guidelines; date and time of the incident; nature of the event; who was affected; what action was taken; if it was reported to the police; parents/carers informed; follow up action |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|--|---------------------|---|---|
| 6 | Understand prevention and control of infection in early years settings | 6.1 | Explain how to prevent the spread of infection in early years settings | <ul style="list-style-type: none"> Hand washing; food hygiene; dealing with spillages safely; safe disposal of waste; using correct personal protective equipment; knowledge of common childhood illnesses and immunisation; exclusion periods for infectious diseases |
| | | 6.2 | Identify childhood infections | <ul style="list-style-type: none"> Measles; chicken pox; flu; pneumonia; ear infection; urine infection; cold; cold sores; fungal infection; mumps; sore throat; whooping cough |
| | | 6.3 | Describe how infection may be spread in early years settings | <ul style="list-style-type: none"> Poor hygiene; child/others are infectious; direct contact; the environment; unsafe practice; poor food handling; lack of reporting; incorrect disposal of waste; droplet spread direct contact; faecal route; blood/body fluid transmission |
| | | 6.4 | Describe legislation, regulations and guidance that apply to infection prevention and control in early years settings | <ul style="list-style-type: none"> Legislation: Health and Safety At Work etc Act 1974; Health and Social Care Act 2008; Control of Substances Hazardous to Health (COSHH); Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) Regulations: Food Hygiene (England) Regulations 2005; Health Protection (Local Authority Powers) Regulations 2010 Guidance: Public Health England; National Day Nurseries Association guidance; Ofsted standards; Infection Prevention Society; Department of Health; Health and Social Care Act 2012 Code of Practice on the prevention and control of infections |
| | | 6.5 | Explain the immunisation programme for children and its role in infection control | <ul style="list-style-type: none"> Public Health England immunisation programme; the NHS vaccination schedule; harm reduction; safety; good practice; surveillance; monitoring |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|--|---------------------|--|---|
| 7 | Understand how to assess health and safety risks in early years settings | 7.1 | Explain the risk assessment process | <ul style="list-style-type: none"> Identify the hazards; decide who might be harmed and how; evaluate the risks and decide on precaution; record findings and implement them; review the assessment and update as necessary |
| | | 7.2 | Describe how to carry out a risk assessment and risk management in line with policies and procedures | <ul style="list-style-type: none"> Roles/responsibilities; policies and procedures of own setting; competence; identify the hazard; decide who might be harmed; evaluate the risk from the hazards and decide what should be done to control the risk; record findings; disseminate findings; review the assessment and revise it if necessary |
| | | 7.3 | Explain how to assess infection and safety risks | <ul style="list-style-type: none"> Infection and safety risks to include: <ul style="list-style-type: none"> in indoor and outdoor play and learning experiences in personal care routines in provision of food in cleaning and maintaining the environment, equipment and toys when taking children on outings from the setting Hazard; risk; who will be affected; severity; harm reduction; impact; harm reduction measures; review procedures; practice; practitioner competence; resources |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|--|---------------------|---|---|
| 8 | Understand how to maintain records and reports | 8.1 | Explain the importance of maintaining accurate and coherent records and reports | <ul style="list-style-type: none"> Contact details; medical information; personal information; legal documents; necessary safeguards and appropriate uses of personal information; issues relating to human rights; duty of care; accuracy; retention; availability and disposal of information |
| | | 8.2 | Explain how to maintain records and reports | <ul style="list-style-type: none"> Recording; encoding; legibility; currency; signed/dated; safe storage; complete and up-to-date; accurate recording and passing on information about needs and preferences; reporting accurate and sufficient information to the appropriate people; share information with individuals to enable understanding of what has been reported and recorded and why; ensure the security of access to records and reports according to legal and organisational procedures; ethical codes; professional standards |
| | | 8.3 | Explain the importance of maintaining the confidentiality of records | <ul style="list-style-type: none"> Safety of information; accessibility; safeguarding; confidence in service; trust; barrier to access of information; protection; harm reduction; anonymity; privacy; legal right; ethical; good practice; duty of care; issues relating to secure recording of information; systems of manual recording, security of electronic recording; issues relating to secure storage of information |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Information for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of health and safety in early years settings. It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Learners will develop knowledge and understanding of the importance of health and safety on the effective delivery of services in early years settings, as well as the effect that safe working practice can have on service provision.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the provision for personal development in their organisation.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 8.

Learning outcome 1 could include a taught session on health and safety legislation and regulations. This could contain input on how health and safety legislation and regulations are implemented in early years settings; identifying where learners can get guidance when planning healthy and safe environments.

Learning outcome 2 could consist of group work where learners research how to carry out physical care routines. Learners should also explore how they would plan and carry out identified physical care routines suitable to the age, stage and needs of the child.

Linked to this is the requirement to explain the dilemmas learners may encounter between the rights and choices of children and health and safety requirements. Case studies could be provided for learners to work through in their groups.

Learning outcome 3 could be delivered by a guest speaker talking about the importance of health and well-being for babies and children. This could include how learners can promote healthy lifestyles for babies and children.

Learning outcome 4 could include a taught session relating to approaches to keeping children safe and secure in early years settings. In their groups learners should carry out an analysis of the role of practitioners in keeping children safe and secure, identifying their own specific responsibilities in relation to this.

The taught session should include how health and safety is monitored and maintained in early years settings and approaches to making people aware of risks and hazards and how people are encouraged to work safely.

Learning outcome 5 could be presented by a guest speaker on how to respond to accidents and emergency situations in the early years setting, exploring the procedures for recording and reporting accidents and other emergencies. Learners could be asked to use group work to state how injuries can be avoided in the setting.

Learning outcome 6 could comprise of case study material to enable learners to understand the importance of and approaches to the prevention and control of infection in early years settings. Learners could be asked to identify childhood infections and to describe how infection may be spread in early years settings.

In their groups learners should be asked to explore the legislation, regulations and guidance that apply to infection prevention and control in early years settings.

Finally in this learning outcome learners explore the immunisation programme for children and its role in infection control.

Learning outcome 7 asks learners to understand how to assess health and safety risks in early years settings, explaining the risk assessment process. Risk assessment pro-formas could be used in group work to deliver this learning outcome. Learners are also required to describe the risk assessment and risk management process in line with policies and procedures. Learners are also asked to explain the process of assessing infection and safety risks and could show this through the completion of the risk assessment forms provided.

Learning outcome 8 could be delivered through a taught session using prepared exemplar material to enable learners to explore how records and reports are maintained. The session should also highlight the importance of confidentiality and the significance of maintaining accurate and coherent records and reports.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Witness testimony, questioning, professional discussion and written evidence are all sources of evidence which can be used.

Evidence for this unit could be presented in a variety of ways.

Learning outcome 1: using notes from the taught session, evidence could be presented in the form of an information sheet detailing the relevant health and safety legislation and regulations and how they are implemented in the early years setting. Learners should include where information and guidance can be accessed when planning healthy and safe environments.

Learning outcome 2: evidence could be presented in a PowerPoint presentation to deliver to new staff at the setting explaining how to plan and carry out physical care routines suitable to the age, stage and needs of the child. Notes from group work could be used to support this.

The presentation should include information and an activity relating to dilemmas a practitioner could be faced with in relation to the rights and choices of children and health and safety requirements.

Learning outcome 3: using materials from the guest speaker's presentation, evidence could be provided in the form of a report analysing the importance of health and well-being for babies and children. The report should include methods of promoting healthy lifestyles for babies and children.

Learning outcome 4: evidence could be in the form of an article for the setting's newsletter explaining a practitioners' role and responsibilities in keeping children safe and secure. The article should also include approaches used to monitor and maintain health and safety and how people in the setting are informed of risks and hazards and encouraged to work safely at all times.

Learning outcome 5: following on from the presentation, evidence could be in the form of learner responses to a case study involving accidents and emergencies and a flowchart showing how to respond to accidents and emergency situations and the procedures for recording and reporting accidents and emergencies. Learners could also prepare a presentation explaining how injuries can be avoided in the early years setting.

Learning outcome 6: using the outcomes of the case study activity, evidence could be in the form of a booklet for new members of staff starting with an overview of legislation, regulations and guidance that apply to infection prevention and control in early years settings and leading on to the importance of infection prevention and control. The booklet should include what childhood infections are and how infection is spread in the setting. Finally there should be an explanation of immunisation programmes and the role they play in infection control for children.

Learning outcome 7: using the outcomes of the group work activity, evidence could be in the form of case study produced detailing key issues and approaches used to assess health and safety risks in early years settings, explaining the risk assessment and management process for infection and safety risks. Exemplar risk assessment forms could be produced for learners to complete using a range of scenarios.

Learning outcome 8: using their findings from the taught session evidence could be in the form of a training session to deliver to staff, which explains the systems and structures in place to support the maintenance of records and reports. The session should include the importance of maintaining accurate and coherent records and reports.

Suggested resource

Textbooks

Lindon, J-*Safeguarding and Child Protection: 0-8 Years: Linking Theory and Practice* (Hodder Education, 2012) ISBN 9781444145489

Parker, L- *The Early Years Health and Safety Handbook* (Routledge) ISBN 9780415675321

Rushforth, C- *Safeguarding and Child Protection in the Early Years (Early Childhood Essentials)* (Practical Pre-School Books 2012) ISBN 9781907241277

Tovey H-*Playing Outdoors: Spaces and Places, Risks and Challenge (Debating Play)* (Open University Press 2007) ISBN 9780335216413

Journals and/or magazines

Early Years Educator www.earlyyearseducator.co.uk/

Nursery World www.nurseryworld.co.uk/

Play Right www.ipaworld.org

Websites

www.4children.org.uk - 4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19.

www.barnardos.org.uk - Barnardo's works to transform the lives of vulnerable children and young people

www.kids.org.uk - KIDS provides opportunities and support to disabled children, young people and their families

www.ncb.org.uk - The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people.

www.nspcc.org.uk - The NSPCC's vision is to end cruelty to children in the UK.NSPCC

www.hse.gov.uk - The Health and Safety Executive is the national independent watchdog for work-related health, safety and illness.

www.playengland.org.uk/resources/managing-risk-in-play-provision-implementation-guide.aspx - Play England - Managing Risk in Play Provision

www.playengland.org.uk/charter - Play England Charter for Children's Play

Unit 8: Child Protection and Safeguarding

Unit reference number: J/506/1238

Level: 3

Credit value: 5

Guided learning hours: 31

Unit aim

In this unit learners will consider the concept of safeguarding and investigate the main legislation, guidelines, policies and procedures that support this, including data protection and information handling.

Learners will investigate how to respond to evidence or concerns that a child has been abused or harmed. Learners will also consider the role that risk assessment plays in keeping children safe and secure.

Unit assessment requirements/evidence requirements

AC 3.1/3.2 The **different types of abuse:**

- domestic
- neglect
- physical
- emotional
- sexual abuse
- bullying
- cyber bullying

AC 4.4 **Policies and procedures:**

- policies to protect children
- safe working practices
- e-policy
- whistle-blowing
- information sharing
- data protection

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|---|---------------|---------------------|------|
| 1 | Understand the legal requirements and guidance on safeguarding in early years settings | 1.1 | Analyse legal requirements and guidance relating to the safeguarding of children | | | |
| | | 1.2 | Evaluate the impact of legal requirements and guidance on own role | | | |
| | | 1.3 | Explain children’s right to be safe, with reference to: <ul style="list-style-type: none"> • the United Nations Convention on the Rights of the Child • duty of care • safe recruitment • Early Years Foundation Stage (EYFS) | | | |
| 2 | Be able to carry out own responsibilities in relation to safeguarding | 2.1 | Explain own responsibilities in relation to: <ul style="list-style-type: none"> • confidentiality of information • safeguarding • promoting the welfare of children • protection of self and others | | | |
| | | 2.2 | Maintain accurate records relating to children’s overall welfare | | | |
| | | 2.3 | Explain why it is important to ensure children are protected from harm within the work setting | | | |
| | | 2.4 | Listen actively to children and value their contributions, opinions and ideas | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|---|---------------|---------------------|------|
| 3 | Understand types and indicators of child abuse | 3.1 | Explain the different types of abuse | | | |
| | | 3.2 | Explain indicators of types of abuse | | | |
| | | 3.3 | Explain the importance of observing and reflecting on changes in children's behaviour | | | |
| | | 3.4 | Explain own setting's procedure for passing on concerns about the practice of others that may impact on the welfare of children | | | |
| | | 3.5 | Explain how abuse can take place by a range of people who have contact with children | | | |
| | | 3.6 | Explain why it is important to work with children to ensure they have strategies to protect themselves | | | |
| 4 | Understand how to respond to allegations that a child has been abused or harmed | 4.1 | Describe how to respond to concerns from colleagues, parents and/or carers that a child has been abused or harmed | | | |
| | | 4.2 | Explain why it is important to believe a child and avoid judgements | | | |
| | | 4.3 | Describe the roles and responsibilities of the organisations that may be involved when a child has been abused or harmed | | | |
| | | 4.4 | Explain how agencies work together to develop policies and procedures for safeguarding | | | |
| 5 | Be able to maintain confidentiality of information | 5.1 | Explain the processes used by own setting to comply with data protection and information handling legislation | | | |
| | | 5.2 | Explain when information can be shared in relation to safeguarding | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|--|---------------|---------------------|------|
| 6 | Be able to maintain the safety and security of children in own work setting | 6.1 | Carry out a risk assessment in line with organisational policies and procedures | | | |
| | | 6.2 | Implement policies and procedures for keeping children safe in own work setting | | | |
| | | 6.3 | Explain how children's resilience and well-being are supported in own work setting | | | |
| | | 6.4 | Identify own setting's reporting procedure for poor practice or safety concerns | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Partnership Working in Early Years

Unit reference number: L/506/1239

Level: 3

Credit value: 3

Guided learning hours: 16

Unit aim

The aim of this unit is to enable learners to understand the importance and value of co-operative and integrated working in early years settings. The unit also looks at the importance of working in partnership with parents and how to do this effectively.

Unit assessment requirements/evidence requirements

AC 1.4 **Colleagues** in early years settings must include:

- special educational needs coordinator (SENCO)
- key person
- early years teachers
- early years professional
- teachers
- social workers
- police liaison
- family support workers
- health visitors
- speech and language therapists
- dieticians
- educational psychologist
- child psychiatrists
- counsellors

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|--|---------------|---------------------|------|
| 1 | Understand how to work in partnership in early years settings | 1.1 | Explain the policies, procedures and current guidance of the setting relating to partnership working | | | |
| | | 1.2 | Evaluate how integrated working practices deliver better outcomes for children and families | | | |
| | | 1.3 | Analyse the responsibilities of early years professionals to work in partnership | | | |
| | | 1.4 | Explain the roles and responsibilities of colleagues in early years settings | | | |
| | | 1.5 | Explain why partnership working may be difficult in a multidisciplinary team | | | |
| | | 1.6 | Analyse the impact of parental rights on partnership work | | | |
| | | 1.7 | Analyse the impact of parental views and experiences on partnership work | | | |
| 2 | Be able to work in partnership in early years settings | 2.1 | Work in partnership with colleagues and other professionals in early years settings | | | |
| | | 2.2 | Follow legislation and codes of practice relating to confidentiality when working in partnership | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|--|---------------|---------------------|------|
| 3 | Be able to work with parents and/or carers in early years settings | 3.1 | Provide guidance to parents and/or carers to enable them to take an active role in the child's: <ul style="list-style-type: none"> • play • learning • development | | | |
| | | 3.2 | Provide support to parents and/or carers to help them to recognise and value the contributions they make to the child's: <ul style="list-style-type: none"> • health • well-being • learning • development | | | |
| | | 3.3 | Communicate effectively with parents and/or carers to share information about children's needs and development | | | |
| | | 3.4 | Review own performance in giving advice to parents and/or carers | | | |
| | | 3.5 | Develop an action plan for improvement in giving advice to parents and/or carers | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Understanding How to Promote Play and Learning in the Early Years

Unit reference number: F/506/1240

Level: 3

Credit value: 9

Guided learning hours: 60

Unit aim

This unit provides an opportunity for learners to understand how children from birth to 5 years of age learn through play. It supports understanding of how people work with children to support their play and learning, including how to plan and prepare for learning and play activities.

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/evidence requirements

AC 1.1 Theoretical perspectives:

- Cognitive (e.g. Piaget, social constructivism)
- Brain development theory
- Humanist (e.g. Maslow)
- Social Learning (e.g. Bandura)
- Classical conditioning (e.g. Skinner)
- Behaviourist (e.g. Wilson)
- Theoretical perspectives on learning through freely chosen play in an early years setting including Fraser Brown's Compound Flexibility

AC 2.1 Types of play:

- Creative
- Physical
- Dramatic

AC 2.1 Areas of learning and development:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

AC 2.4 Key features of an effective play based learning environment:

- Outdoor and indoor spaces
- Equipment and materials
- Planning and organisation
- Well trained, supportive and encouraging people
- Personalised approach to children's learning

AC 3.1 Barriers to play based learning:

- Poverty and social disadvantage
- Rurality
- Disability or having special educational needs
- Communication barriers
- Abuse or bullying
- Mental and physical health
- Lack of information or poor provision locally
- Attitudinal
- Cultural

AC 4.1 Activity plans for play and learning

These could include:

- A detailed plan of an individual play and learning activity such as cooking
- A plan covering play activities for a 2-hour session in a daycare setting or playgroup
- A plan for play and learning activities for a baby under 1 year

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|---|---------------------|--|---|
| 1 | Understand how children from birth to five years learn through play | 1.1 | Analyse the theoretical perspectives taken to learning and development through play | <ul style="list-style-type: none"> • Piaget - cognitive/constructivist, learner-centred educational philosophy, learning through play • Psychoanalytical - Freud, Erikson, effects of early experience on personality • Humanist - Rogers growth promoting climate • Maslow's hierarchy of needs, self-actualisation, effects on self – concept • Social learning theory - Bandura, observational learning/modelling, positive role models • Behaviourist approach - Watson • Skinner, use of operants to shape and reinforce behaviour, use of reinforcement to promote learning • Social pedagogy, holistic approach to children's experiential learning • Hymes-play is a learning experience and supports development and education • Lev Vygotsky - children learn actively and through hands-on experiences: sociocultural cognitive theory • Howard Gardner's multiple intelligences theory • Information - processing theory • The Reggio Emilia Approach - a progressive model of early care and education practice and curriculum • Learning through freely chosen play in an early years setting including Fraser Brown's Compound Flexibility |

| Learning outcomes | Assessment criteria | | Unit amplification |
|-------------------|---------------------|--|--|
| | 1.2 | Explain how children are competent learners from birth to five years | <ul style="list-style-type: none"> • From birth to twelve months: use of the senses; imitating sounds; connections; explore through touch, sight, sound, taste, smell and movement; sensory and physical explorations; mimic; responsive to stimulus; motor ability • Twelve months to two years: motor ability; saying words; responding to commands; starts to use short sentences; controls and explores world with language • Two years to five years: use of symbols to represent thoughts and language; making connections; can compare; categorise; classify; imagination; creativity; searching out patterns; sharing thoughts, feelings, understandings and identities through drawing; dance; drama; talks clearly; uses adult speech sounds; has mastered basic grammar; relates a story |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|--|---------------------|--|---|
| 2 | Understand the play and learning needs of children | 2.1 | Analyse the types of play that support the areas of learning and development outlined in statutory early years curricula | <ul style="list-style-type: none"> • Communication and language: reading; story time; role play; sand play; creative play; water play; dramatic play; imaginative play; outdoor play; drawing; writing; dough/clay play; table-top play; small world play; construction play; songs; play with sounds and noises • Physical development: free play; games; sand play; water play; dramatic play; imaginative play; outdoor play; dough/clay play; table-top play; small world play; construction play • Personal, social and emotional development: creative play; reading; story time; role play; sand play; creative play; water play; dramatic play; imaginative play; outdoor play; drawing; writing; dough/clay play; table-top play; small world play; construction play; songs; scribbling; musical instruments • Literacy: reading; story time; role play; listening; songs; dramatic play; drawing; writing; scribbling • Mathematics: reading; story time; role play; sand play; creative play; water play; dramatic play; imaginative play; outdoor play; drawing; writing; dough/clay play; table-top play; small world play; construction play; songs • Understanding the world: free play; games; sand play; water play; dramatic play; imaginative play; outdoor play; dough/clay play; table-top play; small world play; construction play • Expressive arts and design: art, music and songs, movement, dance, role-play, design and technology; reading; story time; sand play; creative play; water play; dramatic play; imaginative play; outdoor play; drawing; writing; dough/clay play; table-top play; small world play; construction play |

| Learning outcomes | | Assessment criteria | Unit amplification |
|-------------------|-----|---|---|
| | 2.2 | Explain the effect that a lack of play can have on learning | <ul style="list-style-type: none"> Late /slow development; low self-esteem; impact on happiness; well-being; socialisation; cognitive impact, physical effects; social skills; movement skills; co-ordination; impact on life chances; positive outcomes; learning delay; confidence |
| | 2.3 | Explain why children require a personalised approach to their play and learning needs | <ul style="list-style-type: none"> Individual development; strengths/weaknesses vary; supports wider needs; focussed assessment; appropriate learning environment/resources; learning objectives; best pedagogic approach; coherence; monitoring; review; observation |
| | 2.4 | Analyse the key features of an effective play based learning environment | <ul style="list-style-type: none"> Health and safety; personalised; layout; space; use of space; resources; planning; review; monitoring; staffing levels/abilities/qualifications; enabling; fit for purpose; secure; flexibility; range of options; stimulating |
| | 2.5 | Explain why both adult initiated and child initiated play and learning activities are important for children from birth to five years | <ul style="list-style-type: none"> From birth: need for guidance/support from adults; skills development; independence; independence increases; creativity; development of imagination; areas of development addressed; planning; observation; mix of abilities; risk; independence; choice; exploration; challenge; structure; experiential; goals; self-esteem; achievement; concentration |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|--|---------------------|--|---|
| 3 | Understand how barriers to play based learning can be overcome | 3.1 | Identify the main barriers to play based learning within early years provision | <ul style="list-style-type: none"> Resources; planning; competence; skills; assessment; progression; health and safety; access; regulatory requirements; inclusion; staffing; poverty and social disadvantage; rurality; demographics; disability or having special educational needs; communication barriers; abuse or bullying; mental and physical health; lack of information; poor local provision; attitudinal; cultural |
| | | 3.2 | Analyse how barriers to play can be overcome | <ul style="list-style-type: none"> Monitoring; funding; inspection; review; evaluation; training and development; access audit; recruitment; space; staffing levels; resourcing |
| | | 3.3 | Explain ways in which children with additional needs can participate fully in play and learning activities | <ul style="list-style-type: none"> Planning; review; use of environment/space; inclusion; assessment; specialist intervention; parent/carer involvement; adaptation of resource/activity |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|--|---------------------|---|--|
| 4 | Understand how to support play and learning activities | 4.1 | Explain how to plan a play based approach to learning for early years children | <ul style="list-style-type: none"> Environment; displays; visual; tactile; safe; inclusive; meeting children's needs; accessible; use of space; check heating, lighting, ventilation; monitoring; assessment |
| | | 4.2 | Explain how to support a play based approach to learning for early years children | <ul style="list-style-type: none"> Achievements; acknowledgement of achievements; praise; help children to make progress/achieve appropriate goals to their age, needs and abilities; encourage children to participate; consistency; reassurance; change; challenge; security; socialising |
| | | 4.3 | Evaluate different materials and equipment to support play based learning opportunities for children in their early years | <ul style="list-style-type: none"> Natural materials: sand, water and wood; constructional apparatus; home corner equipment and materials; dressing up clothes; musical instruments; glue or paste; books; paint; different papers; play dough; clay; card of different types; construction equipment; small blocks; materials for imaginative play |
| | | 4.4 | Explain the role of the adult in supporting children's play based learning | <ul style="list-style-type: none"> Supervision; monitoring; observation; role play; assessment; encouragement; praise; reinforcement; reporting; health and safety; risk assessment |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|--|---------------------|---|---|
| 5 | Understand the principles of managing risk in early years settings | 5.1 | Explain why children need to be able to take risks in play | <ul style="list-style-type: none"> Development; confidence; creativity; independence; self-esteem; challenge; exploration; self-development; learning; self-sufficiency; rules; boundaries |
| | | 5.2 | Analyse the role of play in enabling children to learn to manage risk for themselves and others | <ul style="list-style-type: none"> Safe environment; children testing ideas for themselves; monitoring; observation; assessment; reporting; recording; resources; planning; goals; outcomes; support mechanisms |
| | | 5.3 | Identify risks and hazards in an early years setting | <ul style="list-style-type: none"> Risks: the chance or probability that a person will be harmed; safety; controlled environment; safeguarding Hazards: source of harm or danger; equipment; toys; environment; staffing levels; untrained staff; lack of supervision; activities; conditions; active play; outdoors; faults; substances; poor lighting |
| | | 5.4 | Explain the principles of risk and benefit assessment pro forma for an early years setting | <ul style="list-style-type: none"> Harm reduction; identify the hazards; decide who might be harmed and how; evaluate the risks and decide on precaution; record findings and implement them; review the assessment and update as necessary |

| Learning outcomes | Assessment criteria | Unit amplification |
|-------------------|--|--|
| | 5.5 Explain the legal framework and current national guidelines for safety in early years settings | <ul style="list-style-type: none"> Legal framework: the Health and Safety at Work etc Act 1974; the Childcare Act 2006; Safeguarding Vulnerable Groups Act 2006 as amended by the Controlled Activity and Prescribed Criteria Regulations 2012; Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013; The Management of Health and Safety at Work Regulations 1999; Manual Handling Operations Regulations 1992 (MHOR) (as amended 2002); Lifting Operations and Lifting Equipment Regulations 1998 (LOLER); Health and Social Care Act 2008; Control of Substances Hazardous to Health (COSHH); The Childcare (General Childcare Register) Regulations 2008; Food Hygiene (England) Regulations 2005; Health Protection (Local Authority Powers) Regulations 2010 Guidelines: Working Together to Safeguard Children 2013; Statutory Framework for the Early Years Foundation Stage 2014; Giving medication to children in registered childcare, Ofsted, 2013; Requirements for risk assessments, Ofsted, 2012 |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Information for tutors

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of play and learning in early years settings. It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Learners will develop knowledge and understanding of the importance of play and learning and its' impact on the effective delivery of services in early years settings, as well as the effect that risk management and safe working practice can have on service provision.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the provision for play and learning in their organisation.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 5.

Learning outcome 1 could comprise of a taught session on the theoretical perspectives taken to learning and development through play. This could contain input on how children are competent at learning from birth to five years

Learning outcome 2 could consist of group work where learners carry out an analysis of the types of play that support the areas of learning and development outlined in statutory early years curricula. Learners should also explore the importance of adult initiated and child initiated play and learning activities for children from birth to five years.

In addition learners should investigate the impact that a lack of play can have on children and why play and learning needs required a personalised approach.

Linked to this is the requirement to analyse the features of an effective play based learning environment. Case studies could be provided for learners to work through in their groups.

Learning outcome 3 could be delivered by a guest speaker talking about the barriers to play based learning within early years settings. This could include approaches to overcoming these barriers. The guest speaker should also explore how children with additional needs can be supported to participate fully in play and learning activities.

Learning outcome 4 could include a taught session exploring how to plan a play based approach to learning for early years children. In their groups learners should evaluate a range of materials and equipment they might use to support play based learning opportunities for children in their early years.

The taught session should include how adults support play based learning.

Learning outcome 5 could be presented by a guest speaker on managing risk in play and the role of play in enabling children to learn to manage risk for themselves and others. The guest speaker should also explore risks and hazards in an early years setting and the principles of risk and benefit assessment pro forma for an early years setting.

Learners could be asked to use group work to carry out look at the legal framework and current national guidelines for safety in early years settings.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Witness testimony, questioning, professional discussion and written evidence are all sources of evidence, which can be used.

Evidence for this unit could be presented in a variety of ways.

Learning outcome 1: using notes from the taught session, evidence could be presented in the form of an information sheet detailing the theoretical perspectives taken to learning and development through play. Learners should include an explanation relating to how children are competent learners from birth to five years

Learning outcome 2: evidence could be presented in the form of a PowerPoint presentation to deliver to new staff at the setting explaining the types of play that support the areas of learning and development outlined in statutory early years curricula.

Notes from group work could be used to support this.

The presentation should include information and an activity relating to the effect that a lack of play can have on learning and why children require a personalised approach to their play and learning needs.

Detail should be provided on the key features of an effective play based learning environment case study material could be used as exemplars to highlight the reasons for the importance of adult initiated and child initiated play and learning activities for children from birth to five years.

Learning outcome 3: using materials from the guest speaker's presentation, evidence could be provided in the form of a report identifying barriers to play based learning and an analysis of how these barriers can be overcome.

The report should include methods of ensuring children with additional needs can participate fully in play and learning activities.

Learning outcome 4: evidence could be in the form of an article for the setting's newsletter explaining how to plan a play based approach to learning for early years children.

The article should also include approaches to supporting a play-based approach to learning for early years children and an evaluation of the range of materials and equipment available to support play based learning opportunities for children in their early years. Finally, learners are asked to explain the role adults play in supporting children's play based learning

Learning outcome 5: following on from the presentation, evidence could be in the form of learner responses to a case study exploring why children need to be able to take risks in play and the role of play in enabling children to learn to manage risk for themselves and others and a flowchart showing the principles of risk and benefit assessment pro forma for an early years setting and risks and hazards in an early years setting.

Learners could also prepare a presentation explaining the legal framework and current national guidelines for safety in early years settings

Suggested resource

Textbooks

- Beckley P, Elvidge K and Hendry H – *Implementing the Early Years Foundation Stage: A Handbook* (Open University Press, 2009) ISBN 9780335236152
- Broadhead P, Howard J and Wood E (editors) – *Play and Learning in the Early Years* (Sage, 2010) ISBN 9781849200066
- Brock A and Rankin C – *Communication, Language and Literacy from Birth to Five* (Sage, 2008) ISBN 9781412945905
- Ferrett E and Hughes P - *Introduction to Health and Safety at Work* (Butterworth-Heinemann, 2011) ISBN 9780080970707
- Health and Safety Executive – *Management of Health and Safety at Work* (HSE Books, 2000) ISBN 9780717624881
- Henmans Solicitors - *Health and Safety at Work Essentials* 7th edition (Lawpack, 2012) ISBN 9781907765421
- Pound, L. *Thinking and Learning About Mathematics in the Early Years*, (Routledge, 2008) ISBN 9780415432368
- Rushforth, C- *Safeguarding and Child Protection in the Early Years* (Early Childhood Essentials) (Practical Pre-School Books 2012) ISBN 9781907241277
- Tovey H-*Playing Outdoors: Spaces and Places, Risks and Challenge (Debating Play)* (Open University Press 2007) ISBN 9780335216413

Journals and/or magazines

- Early Years Educator www.earlyyearseducator.co.uk
- Nursery World www.nurseryworld.co.uk
- Play Right www.ipaworld.org

Websites

- www.4children.org.uk - 4 Children
- www.britsafe.org - British Safety Council
- www.challengeforyouth.org - Challenge for Youth
- www.childrenslawcentre.org - Children's Law Centre
- <https://www.education.gov.uk/publications/standard/AllPublications/Page1/DFE-00023-2012> - Department for Education, (2012) Statutory Framework for the Early Years Foundation Stage
- www.earlyyearseducator.co.uk - Early Years Educator magazine
- www.hse.gov.uk - Health and Safety Executive
- www.kids.org.uk - Kids is a leading disabled children's charity
- www.ncb.org.uk - National Children's Bureau
- www.nspcc.org.uk – National Society for the Prevention of Cruelty to Children (NSPCC)
- www.nurseryworld.co.uk - Nursery World magazine
- www.ipaworld.org – International Play Association, promoting children's right to play

Unit 11: Support Children's Outdoor Play

Unit reference number: J/506/1241

Level: 3

Credit value: 4

Guided learning hours: 27

Unit aim

The aim of this unit is to support learners to develop the knowledge, understanding and skills to be able to support children's outdoor play. It covers the planning of activities, the use of assessment to develop and improve on plans and the importance of reflecting on own practice.

Unit assessment requirements/evidence requirements

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|--|---------------|---------------------|------|
| 1 | Understand the importance of outdoor play for children's health, learning and development | 1.1 | Analyse the benefits of outdoor play on children's <ul style="list-style-type: none"> • Health • Learning • Development | | | |
| | | 1.2 | Explain how outdoor play is linked to other areas of learning and development | | | |
| | | 1.3 | Explain how holistic plans support access to outdoor play for every child in the setting, including those with specific requirements | | | |
| | | 1.4 | Explain why children need to experiment, explore and take risk through outdoor play | | | |
| | | 1.5 | Explain how the development of outdoor play is supported through the combination of adult-led activities and child-initiated activities | | | |
| | | 1.6 | Explain the importance of making an assessment of children's outdoor play | | | |
| 2 | Be able to use assessments to develop plans to support outdoor play | 2.1 | Make an assessment of a given child's outdoor play | | | |
| | | 2.2 | Use assessments as a basis for both short term and long term planning for the development of outdoor play | | | |
| | | 2.3 | Identify sources of information to support the development of outdoor play | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|--|---------------|---------------------|------|
| 3 | Be able to use activities for the development of children's outdoor play | 3.1 | Develop a holistic plan with input from a given child, which incorporates outdoor play, to include: <ul style="list-style-type: none"> • Environments within the work setting • Environments outside of the work setting | | | |
| | | 3.2 | Deliver a holistic plan which incorporates the development of outdoor play | | | |
| | | 3.3 | Plan play activities that make the best use of outdoor space | | | |
| | | 3.4 | Use outdoor play with children in everyday activities and routines to support their learning and development | | | |
| | | 3.5 | Provide both structured and spontaneous opportunities and activities that develop children's outdoor play | | | |
| | | 3.6 | Encourage and praise children in their creative use of outdoor play | | | |
| 4 | Be able to reflect on own performance in supporting the development of children's outdoor play | 4.1 | Evaluate how own practice has contributed to the development of children's outdoor play | | | |
| | | 4.2 | Plan how to adapt own practice to support children's outdoor play | | | |
| | | 4.3 | Identify training and development needs for the improvement of own practice | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12: Understand How to Work With Children in Home-Based Care

Unit reference number: L/506/1242

Level: 3

Credit value: 9

Guided learning hours: 60

Unit aim

The aim of this unit is to support the learner to understand how to work in home-based care. This unit supports learners to understand the value of home-based care and to be aware of how to establish a safe and healthy home-based environment for children.

The unit will enable the learner to develop an understanding of how to provide play for differing ages and how to meet the personal, social and emotional needs of children in a home-based childcare environment. Finally, the unit looks at the role of parents and/or carers and other agencies as partners in home-based childcare.

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/evidence requirements

AC 2.1 **Risks** to include:

- Accidents
- Incidents
- Children who are unwell
- Medication

AC 5.4 **Other agencies:**

- carers
- foster carers
- residential workers
- social workers
- psychologists
- doctors

- support workers
- police
- youth justice
- speech and language therapists
- inspectors

AC 5.5 **Other settings:**

- schools
- nurseries
- hospitals
- healthcare settings
- social care settings

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|---|---------------------|--|--|
| 1 | Understand the value of home-based care for children and families | 1.1 | Explain the importance of consistent care for children and families | <ul style="list-style-type: none"> Confidence; self-esteem; self-development; achievement; socialisation; structure; routine; comfort; safety; security; independence; choices; guidance; support |
| | | 1.2 | Identify the benefits of flexible home-based care | <ul style="list-style-type: none"> Working hours; consistency; continuity; development; security; familiarity; productivity; parents/carers can focus on work role; reassurance; inspected; contractual; emergency cover; wrap-around care; supervised; community-based; cost effective |
| | | 1.3 | Identify the benefits of siblings being cared for together | <ul style="list-style-type: none"> Continuity; consistency; familiarity; reassurance; development; cost effective; location; access; time/resource implications |
| | | 1.4 | Explain the benefits to a child of care in a smaller group | <ul style="list-style-type: none"> Personalised care; attention; monitoring; observation; identification of needs; interaction; socialisation; familiarity; confidence |
| | | 1.5 | Explain the importance of home-based care during periods of transition | <ul style="list-style-type: none"> Stability; consistency; support; continuity; comfort; security; acceptance; responsive |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|--|---------------------|---|--|
| 2 | Understand how to establish a safe and healthy home-based environment for children | 2.1 | Explain the importance of managing risks within the home-based childcare environment | <ul style="list-style-type: none"> Risk assessment; safety; safeguarding; liability; responsibility; well-being; health; challenge; reputation; duty of care |
| | | 2.2 | Explain the safeguarding policies and procedures relevant to the home-based childcare environment | <ul style="list-style-type: none"> Policies: accident/incident; admissions; concerns, compliments and complaints; safe disposal of waste; e-safety; safeguarding; infection control; health and safety; illness/injury; lost/missing child; risk assessment; behaviour; bullying Procedures: accident/incident; arrival/departures; behaviour management; confidentiality; risk assessment; staff recruitment; infection prevention and control; health and safety; e-safety; bullying; lost/missing child; safeguarding; dealing with allegations against members of staff; the use of mobile phones and cameras; care routines; administration of medication |
| | | 2.3 | Explain the procedure for safe recruitment of staff | <ul style="list-style-type: none"> Policy/procedure implementation; employment checks; The Disclosure and Barring Service checks (DBS); references; competence; previous experience/employer; vetting; employment checks; recording/storage of information; roles/responsibilities; identity checks |
| | | 2.4 | Explain the issues concerning confidentiality within the home-based childcare environment | <ul style="list-style-type: none"> Storage of information; access; need to know; privacy; exchange of information; security; own family having access to confidential information |

| Learning outcomes | Assessment criteria | | Unit amplification |
|-------------------|---------------------|---|---|
| | 2.5 | Evaluate the impact to a lone worker of a child protection issue occurring on: <ul style="list-style-type: none"> • Self • Own family • Business | <ul style="list-style-type: none"> • Self: anxiety; reputation; self-esteem; confidence; concern; loss of dignity; self-image; trauma • Own family: uncertainty; worry; anxiety; confusion; concern; loss of privacy; reputation • Business: potential loss of earnings; reputation; costs; outcomes; planning |
| | 2.6 | Explain how to promote healthy lifestyles in a home-based childcare setting | <ul style="list-style-type: none"> • Healthy eating; role modelling; infection control; hygiene; exercise; attending appointments; personal cleanliness; routines |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|---|---------------------|--|--|
| 3 | Understand how to provide play for differing ages of children in a home-based environment | 3.1 | Explain how to recognise the play needs of different children | <ul style="list-style-type: none"> Observation; monitoring; planning; partnership; assessment; stages of development; parent and/or carer guidance; interaction; gathering information |
| | | 3.2 | Evaluate the importance of play to child development | <ul style="list-style-type: none"> Social, emotional, intellectual and physical development; socialisation; challenge; independence; self-esteem; health; well-being; self-awareness; confidence; creativity; imagination; resilience; problem solving; interaction |
| | | 3.3 | Explain how to measure and record children's progress during play | <ul style="list-style-type: none"> Measure: observation; reflection; tasks; tests; indicators; aspects of development; evidence; skills; attitudes; knowledge Record: consent; checklist; accuracy; clarity; legibility; criteria; outcomes; sharing of information; confidentiality; evidence |
| | | 3.4 | Evaluate the importance of planning children's play activities | <ul style="list-style-type: none"> Consent; access; privacy; flexibility; preparation; records; activities; interruptions; awareness; resources; staffing |
| | | 3.5 | Explain the importance of early intervention to children's development | <ul style="list-style-type: none"> Supporting specific aspects of development; impact on all areas of development; progression; achievement; support in place; resources; assessment; to enhance development |
| | | 3.6 | Explain how to use everyday activities to support play | <ul style="list-style-type: none"> Development; socialisation; inclusion; planning; implementation; preparation; routines; observation; resourcing |
| | | 3.7 | Explain how to encourage children of different ages to participate in different types of play at the same time | <ul style="list-style-type: none"> Assessment; identification of needs; review; structure; facilitate; roles; variety; choices; preferences; abilities; use of space/resources; encouragement; praise; holistic approach |
| | | 3.8 | Evaluate the importance of balancing child-initiated and adult-led play | <ul style="list-style-type: none"> Outcomes; opportunities; variation; exploration; range of activities; use of resources; self-initiated; experimental; involvement; inclusion; developmental areas; focus |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|--|---------------------|--|---|
| | | 3.9 | Explain how to show children that their play is valued | <ul style="list-style-type: none"> Feedback; praise; encouragement; milestones; involvement; inclusion; planning; reward |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|---|---------------------|--|--|
| 4 | Understand how to meet the personal, social and emotional needs of children in a home-based childcare environment | 4.1 | Explain the importance of recognising the individual needs of children in a group setting | <ul style="list-style-type: none"> Rates of development; abilities; preferences; choices; achievement; inclusion |
| | | 4.2 | Explain methods of forming secure relationships with children | <ul style="list-style-type: none"> Effective communication; inclusion; consistency; involvement; feedback; continuity; trust; openness; meeting needs; no favouritism; understanding of needs; welcoming environment |
| | | 4.3 | Explain the potential impact that new relationships with children may have on other children in the home-based childcare environment | <ul style="list-style-type: none"> Impact on own children; anxiety; insecurity; self-esteem; involvement; development; unsettling; routine; stress; supportive; distracting; disruption |
| | | 4.4 | Explain the importance of including children in decision making | <ul style="list-style-type: none"> Choice; preferences; duty of care; options; likes; dislikes; involvement; abilities |
| | | 4.5 | Explain how to meet the emotional needs of children in the home-based childcare environment | <ul style="list-style-type: none"> Security; effective use of communication; partnership; parental/carer involvement; monitoring; observation; opportunity for quiet times; types of play; use of resources; feedback |
| | | 4.6 | Explain how to manage behaviour in the home-based childcare environment | <ul style="list-style-type: none"> Policy/procedure; observation; interaction; monitoring; recording; reporting; liaison with parents/carers; role modelling |
| | | 4.7 | Evaluate the importance of inclusion in the home-based childcare environment | <ul style="list-style-type: none"> Involvement; non-discriminatory practice; equality; equity; duty of care; achievement; development; role; responsibility |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|--|---------------------|--|---|
| 5 | Understand the role of parents and/or carers and other agencies as partners in home-based childcare | 5.1 | Explain the benefits of working with parents and/or carers as partners in home-based childcare | <ul style="list-style-type: none"> Monitoring; consistency/continuity of information; sharing of progress; sharing of information; achievement of outcomes ; roles/responsibilities; identification of issues/concerns |
| | | 5.2 | Explain how to support parents and/or carers with the early identification of needs | <ul style="list-style-type: none"> Guidance; information; observations; monitoring; sign posting; outcomes; reassurance; resources; planning; assessment |
| | | 5.3 | Evaluate the importance of making links with home learning | <ul style="list-style-type: none"> Consistency; continuity; adaptation; planning; engagement; involvement; resources; skills; knowledge; assessment |
| | | 5.4 | Explain the benefits of working with other agencies to support children and parents and/or carers | <ul style="list-style-type: none"> Practitioners; knowledge; guidance; expertise; sharing; resources; outcomes; shared aims; partnership |
| | | 5.5 | Explain how to establish links with other settings | <ul style="list-style-type: none"> Effective communication; networking; meetings; partnership; professionalism; support; guidance; ongoing contact |
| | | 5.6 | Analyse the importance of boundaries when working with parents and/or carers | <ul style="list-style-type: none"> Professional; partnership; roles/responsibilities; duty of care; policies; procedures; safety; commitment; conflict; reporting; recording; consistency; continuity; monitoring; feedback |
| | | 5.7 | Explain the importance of understanding individual children's ethnicity | <ul style="list-style-type: none"> Identity; learning; self-worth; impact on planning; inclusion; resources; play; the environment; acknowledging needs/preferences; tailoring of service delivery; dietary needs; personal care needs |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of how to work in home-based care and the value of home-based care and to be aware of how to establish a safe and healthy home-based environment for children.

It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Learners will develop knowledge and understanding of how to provide play for differing ages and how to meet the personal, social and emotional needs of children in a home-based childcare environment. The unit also looks at the role of parents and/or carers and other agencies as partners in home-based childcare.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the provision of home-based care.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 5.

Learning outcome 1 could be delivered through a taught session on the importance of care being consistent for children and families, and the benefits of flexible home-based care. The session should also cover the benefits of siblings being cared for together.

Using case study material learners could carry out a review of the benefits to a child of care in a smaller group and the importance of home-based care during periods of transition.

Learning outcome 2 could be delivered by a guest speaker and question and answer session. This should include risk management within the home-based childcare environment; safeguarding and confidentiality policies and procedures relevant to the home-based childcare environment and how to safely recruit staff.

In addition learners should discuss in groups the impact on a lone worker of a child protection issue occurring on themselves, their family and on the business.

Finally learners are required to carry out an evaluation of approaches to promoting a healthy lifestyle in a home-based childcare setting.

Learning outcome 3 could comprise of group work using case studies exploring the play needs of different children, the importance of play to child development, methods of encouraging children of different ages to participate in different types of play at the same time and the importance of balancing child-initiated and adult-led play.

Learners should also explore, using exemplar materials, how to measure and record children's progress during play, the importance of planning children's play activities, the importance of early intervention to children's development, how to use everyday activities to support play and how to show children that their play is valued.

Learning outcome 4 could be delivered through a taught session relating to how to recognise children's individual needs in a group setting, how to form secure relationships with children and the importance of including children in decision making.

Group work could facilitate the exploration of the potential impact that new relationships with children may have on other children in the home-based childcare environment. Meeting the emotional needs of children is important and learners should explore how this can be done in a home-based setting.

A guest speaker could be invited to talk about behaviour management and the importance of inclusion in the home-based childcare environment.

Learning outcome 5 could be delivered through a taught session focussing on the benefits of working with parents and/or carers as partners in home-based childcare and how to support parents and/or carers with the early identification of needs.

Case study material, used in group work, will enable learners to gain an understanding of the importance of making links with home learning and the benefits of working with other agencies to support children and parents and carers; identifying how to establish links with other settings.

Lastly learners should use the case study material to explore the importance of boundaries when working with parents and carers and the importance of understanding individual children's ethnicity.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

The most appropriate way to confirm coverage of all learning outcomes and assessment criteria in this unit is through centre devised assessment materials and professional discussion. Opportunities exist for assessment to include: the use of research, leaflets and presentations, as well as the potential for supporting witness statements to be provided.

The assessor must ensure that the learner has provided sufficient evidence to meet the requirements of each criterion, but a holistic approach can be taken to each learning outcome and potentially for the unit as a whole.

Evidence for this unit could be presented in a variety of ways. Suggestions for evidence are given below.

Learning outcome 1: using notes from the taught input, evidence could be in the form of a guidance document explaining how consistent and flexible care is important for children and families.

The document should include the benefits of siblings being cared for together and the benefits to a child of care in a smaller group. Learners should also include information on the importance of home-based care during periods of transition.

Learning outcome 2: evidence could be in the form of learner responses to the information provided by the guest speaker, to include an explanation of risk management in a home-based childcare environment and the safeguarding policies and procedures relevant to the setting.

Notes from the guest speaker session and question and answer session could be used to inform content. The case study could also ask learners to explain the procedure for safe recruitment of staff, issues concerning confidentiality within the home-based childcare environment and the impact to a lone worker of a child protection issue occurring on themselves, their family and the business.

Finally learners could produce a poster giving examples of how to promote healthy lifestyles in a home-based childcare setting.

Learning outcome 3: notes from the case study activities could inform the preparation of a seminar to deliver to staff explaining how to recognise the play needs of different children and the importance of play to child development. The seminar should include the importance of early intervention to children's development and how to use everyday activities to support play.

To include hand-outs providing examples of how to measure and record children's progress during play, exploring the importance of planning children's play activities.

A guidance document for new staff to the setting could be prepared which explains how to encourage children of different ages to participate in different types of play at the same time, why it is important to balance child-initiated and adult-led play and how to show children that their play is valued.

Learning outcome 4: evidence could be in the form of an article for the company newsletter that explains the importance of recognising the individual needs of children in a group setting, the importance of inclusion in the home-based childcare environment, ways of forming secure relationships with children and the potential impact that new relationships with children may have on other children in the home-based childcare environment.

The article could be accompanied by a frequently asked questions section explaining the importance of including children in decision making, how to meet the emotional needs of children in the home-based childcare environment and behaviour management in the home-based childcare environment.

Learning outcome 5: using notes from the taught session, evidence could be in the form of a presentation to demonstrate understanding of the benefits of working with parents and carers as partners in home-based childcare.

Learners should include an explanation of how to support parents and carers with the early identification of needs, the importance of making links with home learning and the benefits of working with other agencies to support children and parents and carers.

Finally learners could prepare a short presentation, using examples to highlight key points, exploring how to establish links with other settings, the importance of boundaries when working with parents and carers and the importance of understanding individual children's ethnicity.

Suggested resource

Textbooks

Brown S – *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul* (J P Tarcher/Penguin Putnam, 2010) ISBN 9781583333785

Else P – *The Value of Play* (Continuum International Publishing Group, 2009) ISBN 9780826495655

Lee, A, *The Childminder's Companion: A practical guide to looking after other people's children* (How to Books 2007) ISBN 9781845281717

Lee A – *Childminder's Guide to Child Development* (Continuum International Publishing Group, 2008) ISBN 9781847060853

Lee A – *Childminder's Guide to Play and Activities* (Continuum International Publishing Group, 2007) ISBN 9780826494641

Lindon J – Understanding Child Development 0–8 Years (Hodder Education, 2012)
ISBN 9781444167184

Minett P – *Child Care and Development* (Hodder Arnold, 2005)
ISBN 9780340889152

Trodd L – *Transitions in the Early Years: Working with Children and Families* (Sage, 2012) ISBN 9781446249789

Journals and/or magazines

Common Threads www.commonthreads.org.uk

Early Years Educator www.earlyyearseducator.co.uk

Nursery World www.nurseryworld.co.uk

Play Right www.ipaworld.org

Websites

www.4children.org.uk - 4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19.

www.barnardos.org.uk - Barnardo's works to transform the lives of vulnerable children and young people

www.ncb.org.uk/cpis - Children's Play Information Service

www.kids.org.uk - KIDS provides opportunities and support to disabled children, young people and their families

www.ncb.org.uk - The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people.

www.nspcc.org.uk - The NSPCC's vision is to end cruelty to children in the UK.NSPCC

www.pacey.org.uk - PACEY the Professional Association for Childcare and Early Years is a standard setting organisation that promotes best practice and supports childcare professionals

Unit 13: Managing a Home-Based Childcare Business

Unit reference number: R/506/1243

Level: 3

Credit value: 5

Guided learning hours: 30

Unit aim

The aim of this unit is to help learners to develop the personal, legal and financial skills involved in setting up a home-based childcare business. It covers the procedures required for managing an effective home-based childcare business in terms of legal responsibilities, financial accounts, marketing and communication.

Unit assessment requirements/evidence requirements

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|---|---------------|---------------------|------|
| 1 | Be able to establish a home-based childcare business | 1.1 | Identify the relevant legislation and guidance for managing a home-based childcare business | | | |
| | | 1.2 | Implement policies and procedures to meet the requirements for: <ul style="list-style-type: none"> • Self-employment • Management of staff • Registration and qualification • Insurance • Taxation • National insurance • Financial planning | | | |
| | | 1.3 | Identify sources of support for managing a home-based childcare business | | | |
| | | 1.4 | Create a marketing strategy for promoting own business | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|--|---------------|---------------------|------|
| 2 | Be able to manage the home-based childcare business | 2.1 | Manage time efficiently when establishing daily routines | | | |
| | | 2.2 | Maintain accurate financial records | | | |
| | | 2.3 | Keep accurate and up to date records on the children within own care | | | |
| | | 2.4 | Use ICT to manage the business | | | |
| | | 2.5 | Evaluate the service provision of own business | | | |
| | | 2.6 | Develop an action plan for improving own business | | | |
| 3 | Be able to manage relationships with parents and/or carers as customers in home-based childcare | 3.1 | Develop formal procedures for: <ul style="list-style-type: none"> • Sharing information with parents and/or carers • Contracts • Payment arrangements • Recognising parent and/or carer's wishes • Managing disputes • Confidentiality • Evaluation of service to parents and/or carers | | | |
| | | 3.2 | Communicate effectively with parents and/or carers | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Lead and Manage a Community Based Early Years Setting

Unit reference number: Y/506/1244

Level: 4

Credit value: 6

Guided learning hours: 45

Unit aim

This unit is about providing leadership and management in a community-based setting that promotes the engagement, involvement and participation of parents.

Unit assessment requirements/evidence requirements

AC 2.1 **Leadership skills** may include, but are not limited to:

- Effective communication
- Negotiation and empathy
- Consistency and fairness
- Leading change and modelling good practice
- Effective conflict management
- Coaching and facilitation skills

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|---|---------------|---------------------|------|
| 1 | Understand the purposes, benefits and key features of community based early years provision | 1.1 | Explain the purpose and key features of a community based early years setting | | | |
| | | 1.2 | Evaluate the benefits arising from community based early years provision for: <ul style="list-style-type: none"> • Children • Parents and/or carers • The early years setting • The local community | | | |
| | | 1.3 | Explain how a community based early years setting can be an agent of community development | | | |
| 2 | Be able to lead teams in a community based early years setting | 2.1 | Reflect on the use of leadership skills in own practice | | | |
| | | 2.2 | Plan activities to share and promote an understanding of good practice in the early years sector | | | |
| | | 2.3 | Implement strategies to create and maintain a team culture among all of the staff and parents and/or carers in a community based early years setting | | | |
| | | 2.4 | Analyse the effectiveness of implementing principles of community based early years provision | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|--|---------------|---------------------|------|
| 3 | Be able to engage parents and/or carers as partners in the community based early years setting | 3.1 | Develop strategies for working in partnership with parents and/or carers in an early years setting | | | |
| | | 3.2 | Provide feedback to parents and/or carers about the progress of their child's learning and development | | | |
| | | 3.3 | Work in partnership with parents and/or carers in decisions about plans and activities to progress their child's learning and development | | | |
| | | 3.4 | Plan for activities to involve parents and/or carers in the early years setting | | | |
| 4 | Understand how to involve parents and/or carers in the management decision making processes of an early years setting | 4.1 | Explain the role of the parent management committee/support group in a community based early years setting | | | |
| | | 4.2 | Plan strategies for involving parents and/or carers in the parent management committee/support group of a community based early years setting | | | |
| 5 | Understand the provision of learning opportunities to support parents and/or carers' participation in a community based early years setting | 5.1 | Analyse the informal learning opportunities for children arising from parents and/or carers' participation in activities | | | |
| | | 5.2 | Evaluate the appropriateness of learning activities provided for parents and/or carers to develop their understanding of the early years curriculum | | | |
| | | 5.3 | Evaluate how the setting encourages parents and/or carers to participate in learning activities | | | |
| | | 5.4 | Explain how to provide parents and/or carers with information and resources to enable them to participate effectively in the parent management committee/support group | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|--|---------------|---------------------|------|
| 6 | Be able to manage the resource, regulatory and financial requirements for a community based early years setting | 6.1 | Identify the regulatory requirements of the work setting | | | |
| | | 6.2 | Identify the lines of responsibility and reporting of the work setting | | | |
| | | 6.3 | Explain how human resources are managed within the setting | | | |
| | | 6.4 | Implement systems of resource management in the work setting | | | |
| | | 6.5 | Maintain accurate financial systems in the work setting | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Coordinate Special Educational Needs Provision

Unit reference number: D/506/1245

Level: 4

Credit value: 4

Guided learning hours: 20

Unit aim

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to work within special educational needs provision.

Unit assessment requirements/evidence requirements

AC 2.2 **Colleagues** to include those in other agencies:

- special educational needs coordinator (SENCO)
- key person
- early years teachers
- early years professional
- teachers
- social workers
- police liaison
- family support workers
- health visitors
- speech and language therapists
- dieticians
- educational psychologist
- child psychiatrists
- counsellors

AC 2.3 **Assessment and planning cycle** to include development, monitoring and regular updating.

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|---|---------------|---------------------|------|
| 1 | Understand the role of the special educational needs coordinator | 1.1 | Discuss current legislation and codes of practice in relation to the role of the special educational needs coordinator | | | |
| | | 1.2 | Explain the responsibilities of the special educational needs coordinator | | | |
| | | 1.3 | Explain the importance of early recognition and intervention in relation to special educational needs | | | |
| | | 1.4 | Explain the policies and procedures of own setting in relation to special educational needs | | | |
| | | 1.5 | Explain how a partnership approach supports children with special educational needs | | | |
| | | 1.6 | Explain the purpose of statements of special educational needs and how these impact on provision for individual children within own setting | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|---|---------------|---------------------|------|
| 2 | Be able to coordinate assessment and planning to meet the individual requirements of children with special educational needs | 2.1 | Coordinate the assessment of children with special educational needs | | | |
| | | 2.2 | Plan the next steps for children with special educational needs in collaboration with: <ul style="list-style-type: none"> • Colleagues • Children • Parents and/or carers | | | |
| | | 2.3 | Develop plans that use the assessment and planning cycle to meet the special educational needs of children | | | |
| 3 | Be able to engage with children with special educational needs and their parents and/or carers | 3.1 | Assess barriers to: <ul style="list-style-type: none"> • Communication • Engagement | | | |
| | | 3.2 | Develop strategies for overcoming barriers to: <ul style="list-style-type: none"> • Communication • Engagement | | | |
| | | 3.3 | Develop strategies for engaging with children who have special educational needs | | | |
| | | 3.4 | Develop strategies for engaging with parents and/or carers of children with special educational needs | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|---|---------------|---------------------|------|
| 4 | Be able to coordinate, support and advise colleagues working with children who have special educational needs | 4.1 | Coordinate provision for children with special educational needs | | | |
| | | 4.2 | Identify sources of support and professional development for special educational needs practitioners and coordinators | | | |
| | | 4.3 | Provide feedback and guidance to support and develop colleagues' practice | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16: Understand the Needs of Children Who Are Vulnerable and Experiencing Poverty and Disadvantage

Unit reference number: H/506/1246

Level: 4

Credit value: 5

Guided learning hours: 40

Unit aim

The aim of unit is to provide learners with an understanding of the effects of poverty and disadvantage on children and young people.

Essential resources

There are no special resources needed for this unit.

Unit assessment requirements/evidence requirements

AC 1.1 **Factors:**

There are many factors impacting on children's life chances. The following are examples:

- Poverty
- Social and community pressures
- Health status
- Abuse and neglect
- Violent and/or offending family or personal backgrounds
- Race, gender, sexual orientation
- Asylum seeking or victims of trafficking

LO 3 **Vulnerable**

The meaning of the term **vulnerable child:**

A child (and their family) who needs some additional support in order to reach the best outcomes, because of their social, economic, physical, emotional or family circumstances.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|---|---------------------|---|---|
| 1 | Understand the circumstances and factors that impact on the outcomes and life chances of children | 1.1 | Explain factors that impact on outcomes and life chances for children | Poverty; communication skills; social and community pressures; health status; abuse and neglect; violent and/or offending family or personal backgrounds; race, gender, sexual orientation; asylum seeking or victims of trafficking; demographics; location; support networks; disability; ability; social skills; transient lifestyle |
| | | 1.2 | Explain how poverty affects outcomes and life chances | Poor nutrition; illness; lower/poor achievement; role models; aspirations; bullying; ambition; access to resources/facilities |
| | | 1.3 | Analyse a strategic national or local policy that has positive impact on outcomes and life chances for children | <ul style="list-style-type: none"> Department for Education (2010) Tackling Child Poverty and Improving Life Chances: Consulting on a New Approach Department for Education (2011) A New Approach to Child Poverty: Tackling the Causes of Disadvantage and Transforming Families' Lives Daycare Trust (2010) The Impact of the Spending Review on Childcare Department for Education (2013) Raising the achievement of disadvantaged children Department for Education (2013) 'Preparing for the future, tackling the past' Department for Education (2013) 'More great childcare' Department for Education (2013) 'More affordable childcare'; Department for Education (2013) Increasing options and improving provision for children with special educational needs (SEN) Department for Education (2013) Improving the quality and range of education and childcare from birth to 5 years |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|---|---------------------|--|---|
| | | | | <ul style="list-style-type: none"> • Department for Education (2013) Improving the child maintenance system • Department for Education (2013) Supporting social workers to provide help and protection to children • Department for Education (2013) Improving education for pupils outside mainstream school |
| | | 1.4 | Explain why strategic direction from national and local policy is required to address factors impacting on outcomes and life chances for children | <ul style="list-style-type: none"> • Resourcing; drive change; facilitation; training; reflection; development; practitioner input; intervention; monitoring; assessment; evaluation; impact; consistency; equality; opportunity; currency; validity; continuity; best practice |
| 2 | Understand how poverty and disadvantage affect children's development | 2.1 | Analyse how poverty and disadvantage may affect children's <ul style="list-style-type: none"> • Physical development • Social and emotional development • Communication development • Intellectual development • Learning | <ul style="list-style-type: none"> • Physical development: illness; disability; slower achievement; self-esteem; self-worth; challenge; risk • Social and emotional development: anxiety; slow achievement; impact on social skills; confusion; stress; mental health • Communication development: delay; achievement; socialisation; reading; writing; opportunities; exposure to learning/development • Intellectual development: lack of interaction/challenge; support available; encouragement; ill prepared for the future; trust • Learning: less support/input; slower achievement; lack of resources/opportunities; disinterest; low motivation |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|--|---------------------|---|---|
| 3 | Understand the importance of early intervention for children who are disadvantaged and vulnerable | 3.1 | Explain how to identify a child who is: <ul style="list-style-type: none"> Disadvantaged Vulnerable | <ul style="list-style-type: none"> Disadvantage: something that makes a person less likely to succeed than others; causes difficulty Vulnerability: in need of care or protection because of age, disability, or the risk of abuse or neglect. A child (and their family) who needs some additional support in order to reach the best outcomes, because of their social, economic, physical, emotional or family circumstances |
| | | 3.2 | Explain the importance of early intervention for disadvantaged and vulnerable children | <ul style="list-style-type: none"> Duty of care; harm reduction; safety; safeguarding; well-being; co-ordinated approach; partnership; access to resources/practitioners; development; access to facilities |
| | | 3.3 | Evaluate the impact of early intervention for disadvantaged and vulnerable children | <ul style="list-style-type: none"> Well-being; progression; motivation; confidence; achievement; outcomes; choice; appropriate resources; partnership working; access to practitioners/health care/social care |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|---|---------------------|--|--|
| 4 | Understand the importance of support and partnership in improving outcomes for children who are experiencing poverty and disadvantage | 4.1 | Evaluate how policies and guidance which inform support services at national level operate at local level | <ul style="list-style-type: none"> Devolved; implementation; focus groups; roles/responsibilities; resources; specific guidance; demographics; funding; needs; evaluation; review; monitoring; planning; partnership |
| | | 4.2 | Explain how parents and/or carers can be engaged in the strategic planning of services | <ul style="list-style-type: none"> Consent; meetings; partnership; effective communication; roles; use of knowledge/skills/experience; networks; support groups; lobbying; needs led |
| | | 4.3 | Analyse how practitioners can encourage parents and/or carers to support children's learning and development | <ul style="list-style-type: none"> Advice; guidance; understanding, inclusion; involvement; identifying times for meetings; needs of parents/carers; effective communication; observations; assessment; focus/support groups |
| | | 4.4 | Explain how the needs of children whose parents and/or carers are users of adult services can be met through collaborative working | <ul style="list-style-type: none"> Identification/allocation of resources; signposting; assessment; guidance; objectives; expertise; funding; practitioner input; accessing services; effective communication; appropriate information sharing; location of services; flexibility; protocols; outcomes; holistic approach; training; management information tools |

| Learning outcomes | | Assessment criteria | | Unit amplification |
|-------------------|---|---------------------|--|---|
| 5 | Understand the role of the practitioner in supporting children who are vulnerable and experiencing poverty and disadvantage | 5.1 | Explain how positive practice with children who are experiencing poverty and disadvantage may increase resilience and self confidence | <ul style="list-style-type: none"> Encouraging; providing activities that explore self identity; preferences; views and perspectives, development and achievement from challenging situations; to see their value; ability to try new things; choice exists; they have rights; problem solving; build friendships; high expectations; individuality; self-esteem; confidence; socialisation; opportunities |
| | | 5.2 | Explain the importance of practitioners having high expectations of and ambitions for children | <ul style="list-style-type: none"> Progression; achievement; opportunities; planning; provision; valuing strengths/abilities; confidence; stretching objectives; determination; resilience; assessment; outcomes |
| | | 5.3 | Analyse why practitioners supporting children who are vulnerable and/or experiencing poverty and disadvantage must act as facilitators of change in the work setting | <ul style="list-style-type: none"> Evidence; knowledge; skills; duty of care; safeguarding; liaison; partnership; reporting; recording; leadership; roles; responsibilities; link person; intervention; sign posting |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of the effects of poverty and disadvantage on children and young people. It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Learners will develop knowledge and understanding of the impact of poverty and disadvantage and approaches which can be utilised to enable children to develop and achieve.

The effects of poverty and disadvantage on children and families and on service provision are wide ranging and underpin many of the reasons children's rate of development and achievement can be slower. Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of policy and practice utilised in early years provision to support children experiencing poverty or disadvantage.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 5.

Learning outcome 1 could be delivered by a guest speaker and question and answer session. This should include issues that impact on the outcomes and life chances of children and national and local policy that has positive impact on outcomes and life chances for children.

In addition, learners should discuss in groups why strategic direction from national and local policy is required to address factors that have an impact on outcomes and life chances for children. Notes made during the guest speaker's presentation could be used to support group work.

Learning outcome 2 could be delivered through a taught session exploring how poverty and disadvantage can affect children's

- Physical development
- Social and emotional development
- Communication development
- Intellectual development
- Learning.

Using case study material learners could carry out an analysis of the impact of poverty and disadvantage on children's outcomes and life chances

Learning outcome 3 could comprise of group work initially identifying a definition for a) disadvantage and b) vulnerability. The use of case studies to support understanding of the importance and impact of early intervention for disadvantaged and vulnerable children.

Learning outcome 4 could be delivered through a taught session relating to the policies and guidance which inform support services at national level; using exemplar materials to support key points. The session should also cover how policies and guidance which inform support services at national level operate at local level and how parents and/or carers can be engaged in the strategic planning of services.

A guest speaker could be invited to talk about approaches to encourage parents and/or carers to support children's learning and development and how the needs of children whose parents and/or carers are users of adult services can be met through collaborative working.

Learning outcome 5 could be delivered through a taught session focussing on how positive practice with children who are experiencing poverty and disadvantage may increase resilience and self-confidence.

Case study material, used in group work, could be used to enable learners to gain an understanding of the importance of practitioners having high expectations of and ambitions for, children and why practitioners supporting children who are vulnerable and/or experiencing poverty and disadvantage must act as facilitators of change in the work setting.

Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

The most appropriate way to confirm coverage of all learning outcomes and assessment criteria in this unit is through centre devised assessment materials and professional discussion. Opportunities exist for assessment to include: the use of research, leaflets and presentations, as well as the potential for supporting witness statements to be provided.

The assessor must ensure that the learner has provided sufficient evidence to meet the requirements of each criterion, but a holistic approach can be taken to each learning outcome and potentially for the unit as a whole.

Evidence for this unit could be presented in a variety of ways. Below are suggestions for evidence.

Learning outcome 1: evidence could be in the form of learner written or oral responses to the case study to include an explanation of factors that impact on outcomes and life chances for children.

Notes from the guest speaker session and question and answer session could be used to inform content. The case study could also ask learners to explain how strategic national or local policy has a positive impact on outcomes and life chances for children. Learners should also identify why strategic direction from national and local policy is needed to address factors impacting on outcomes and life chances for children.

Learning outcome 2: using notes from the taught input, evidence could be in the form of a guidance document explaining the impact of poverty and disadvantage on children's

- Physical development
- Social and emotional development
- Communication development
- Intellectual development
- Learning

The document should include how poverty affects outcomes and life chances, using examples from the media or work practice.

Learning outcome 3: notes from the case study activities could inform the preparation of a seminar to deliver to staff explaining the meaning of disadvantage and vulnerability. The seminar should also address the importance and impact of early intervention for disadvantaged and vulnerable children.

Learning outcome 4: evidence could be in the form of an article for the company newsletter that identifies policies and guidance which inform support services at national level, exploring how these are implemented at local level. The article should include approaches to engaging parents and/or carers in the strategic planning of services and how this can be encouraged.

The article could be accompanied by a frequently asked questions section explaining how the needs of children whose parents and/or carers are users of adult services can be met through collaborative working.

Learning outcome 5: using notes from the taught session, evidence could be in the form of a presentation to demonstrate understanding of how positive practice with children who are experiencing poverty and disadvantage may increase resilience and self-confidence.

Learners should include an explanation of the importance of practitioners having high expectations of and ambitions for, children and why practitioners supporting children who are vulnerable and/or experiencing poverty and disadvantage must act as facilitators of change in the work setting.

Suggested resource

Child Poverty Action Group – *Child Support Handbook* (Child Poverty Action Group, 2013) ISBN 9781906076740

Else P – *The Value of Play* (Continuum International Publishing Group, 2009) ISBN 9780826495655

Lindon J – *Understanding Child Development 0–8 Years* (Hodder Education, 2012) ISBN 9781444167184

Minett, P, *Child Care and Development* (Hodder Arnold, 2005) ISBN 0340889152

Trodd L – *Transitions in the Early Years: Working with Children and Families* (Sage, 2012) ISBN 9781446249789

Journals and/or magazines

Common Threads www.commonthreads.org.uk/

Early Years Educator www.earlyyearseducator.co.uk/

Nursery World www.nurseryworld.co.uk/

Play Right www.ipaworld.org

Websites

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%208061> - (2011) 'A New Approach to Child Poverty: Tackling the Causes of Disadvantage and Transforming Families' Lives'.

www.4children.org.uk - 4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19.

www.barnardos.org.uk - Barnardo's works to transform the lives of vulnerable children and young people s

www.ncb.org.uk/cpis - Children's Play Information Service

<http://www.gingerbread.org.uk> - Gingerbread provides support to single parents and lobbies for issues affecting single parents include welfare and benefits, family law, employment, child maintenance and childcare

www.kids.org.uk - KIDS provides opportunities and support to disabled children, young people and their families Kids

www.ncb.org.uk - The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people. National Children's Bureau

www.nspcc.org.uk - The NSPCC's vision is to end cruelty to children in the UK.

Unit 17: Support Disabled Children and Children With Specific Requirements

Unit reference number: K/506/1247

Level: 4

Credit value: 6

Guided learning hours: 45

Unit aim

The aim of this unit is to assess competence in supporting disabled children and children with specific needs in partnership with their parents and/or carers. It includes partnership working with other agencies.

Unit assessment requirements/evidence requirements

AC 1.5 **Advocacy** is independent help and support with understanding issues and assistance in putting forward a person's own views, feelings and ideas. It is helping people to say what they want, secure their rights and represent their interests.

AC 5.1 **Other agencies**

- carers
- foster carers
- residential workers
- social workers
- psychologists
- doctors
- support workers
- police
- youth justice
- speech and language therapists
- inspectors

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|---|---------------|---------------------|------|
| 1 | Understand the principles of working inclusively with disabled children and children with specific requirements | 1.1 | Explain disabled children’s legal entitlements for equality of treatment | | | |
| | | 1.2 | Explain the principles of working inclusively with children | | | |
| | | 1.3 | Compare service-led and child-led models of provision for disabled children | | | |
| | | 1.4 | Critically compare: <ul style="list-style-type: none"> • The social model of disability • The medical model of disability • How each model affects provision | | | |
| | | 1.5 | Explain the importance of advocacy and facilitated advocacy for children who require it | | | |
| | | 1.6 | Explain the importance of the personal assistant role for disabled children | | | |
| | | 1.7 | Explain the importance of encouraging the participation of disabled children | | | |
| | | 1.8 | Describe the impact of disability within different cultures and the importance of culturally sensitive practice | | | |
| | | 1.9 | Explain the importance of systems of monitoring, reviewing and evaluating services for disabled children | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|--|---------------|---------------------|------|
| 2 | Be able to work in partnership with parents and/or carers with disabled children and children with specific requirements | 2.1 | Explain the principles of partnerships with parents and/or carers of disabled children and those with specific requirements | | | |
| | | 2.2 | Identify the types of support and information parents and/or carers of disabled children or those with specific requirements may require | | | |
| | | 2.3 | Plan strategies for partnership working with parents and/or carers of disabled children or those with specific requirements | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|---|---------------|---------------------|------|
| 3 | Be able to support age and developmentally appropriate learning, play and leisure opportunities for disabled children and children with specific requirements | 3.1 | Plan strategies for engaging with disabled children and those with specific requirements | | | |
| | | 3.2 | Work in partnership with children and their parents and/or carers to assess a child's: <ul style="list-style-type: none"> • Learning needs • Play needs • Leisure needs | | | |
| | | 3.3 | Identify solutions to any barriers to learning, play or leisure according to the principles of inclusion | | | |
| | | 3.4 | Develop a plan with an individual child to support their: <ul style="list-style-type: none"> • Learning needs • Play needs • Leisure needs | | | |
| | | 3.5 | Implement a learning, play or leisure plan according to own role and responsibilities that takes into account the child's: <ul style="list-style-type: none"> • Age • Developmental stage • Individual needs | | | |
| | | 3.6 | Evaluate the effectiveness of a given learning, play or leisure plan | | | |
| | | 3.7 | Develop a plan for improving own practice in supporting disabled children and those with specific requirements | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|--|---------------|---------------------|------|
| 4 | Be able to evaluate, support and develop existing practice with disabled children and children with specific requirements | 4.1 | Explain how potential barriers which restrict children's access to learning, play and leisure are overcome in own setting | | | |
| | | 4.2 | Evaluate the effectiveness of measures to overcome barriers to inclusion in own setting | | | |
| | | 4.3 | Plan strategies for improving own practice in overcoming barriers to inclusion | | | |
| | | 4.4 | Identify how to apply policies and procedures to challenge discriminatory, abusive or oppressive behaviour | | | |
| 5 | Understand how to work in partnership with other agencies to support provision for disabled children and children with specific requirements | 5.1 | Explain the roles and responsibilities of other agencies who are involved with disabled children and those with specific requirements | | | |
| | | 5.2 | Evaluate the effectiveness of own practice in multi-agency and partnership working | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: Support the Use of Medication

Unit reference number: M/506/1248

Level: 3

Credit value: 5

Guided learning hours: 40

Unit aim

The aim of this unit is to assess support for use of medication in early years settings. It covers broad types, classifications and forms of medication, as well as safe handling and storage. It addresses practical support for use of medication that reflects the sector's principles and values, and includes the need for accurate recording and reporting.

Unit assessment requirements/evidence requirements

AC 7.3 Using medication **correctly** must include:

- The correct medication
- In the correct dose
- By the correct route
- At the correct time
- With agreed support
- With respect for dignity and privacy

AC 7.4 **Practical difficulties** may include:

- Lost medication
- Missed medication
- Spilt medication
- A child's decision not to take medication
- Difficulty in taking medication in its prescribed form
- Wrong medication used
- Vomiting after taking medication
- Adverse reaction
- Discrepancies in records or directions for use

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|--|---------------|---------------------|------|
| 1 | Know the legislative framework for the use of medication in early years settings | 1.1 | Identify legislation that governs the use of medication | | | |
| | | 1.2 | Outline the legal classification system for medication | | | |
| | | 1.3 | Describe why policies and procedures must reflect and incorporate legislative requirements | | | |
| 2 | Know about common types of medication and their use | 2.1 | Identify common types of medication | | | |
| | | 2.2 | List conditions for which common types of medication may be prescribed | | | |
| | | 2.3 | Describe changes to a child's physical or mental well-being that may indicate an adverse reaction to a medication | | | |
| 3 | Understand roles and responsibilities in the use of medication in early years settings | 3.1 | Explain the roles and responsibilities of those involved in: <ul style="list-style-type: none"> • Prescribing medication • Dispensing medication • Supporting the use of medication | | | |
| | | 3.2 | Explain roles and responsibilities relating to use of 'over the counter' remedies and supplements | | | |
| | | 3.3 | Explain the procedure for reporting issues associated with medication | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|--|---------------|---------------------|------|
| 4 | Know techniques for administering medication | 4.1 | Describe the routes by which medication can be administered | | | |
| | | 4.2 | Describe different forms in which medication may be presented | | | |
| | | 4.3 | Describe materials and equipment that can assist in administering medication | | | |
| 5 | Be able to receive, store and dispose of medication supplies in line with agreed ways of working | 5.1 | Receive supplies of medication | | | |
| | | 5.2 | Store medication in line with procedures of own setting | | | |
| | | 5.3 | Dispose of unused or unwanted medication in line with procedures of own setting | | | |
| 6 | Understand how to promote the rights of the individual when managing medication | 6.1 | Explain the principles in the use of medication of: <ul style="list-style-type: none"> • Consent • Self-medication or active participation • Dignity and privacy • Confidentiality | | | |
| | | 6.2 | Explain how risk assessment can be used to support an individual's independence in managing medication | | | |
| | | 6.3 | Explain how ethical issues that may arise over the use of medication can be addressed | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|--|---------------|---------------------|------|
| 7 | Be able to support the use of medication | 7.1 | Identify information about an individual's medication | | | |
| | | 7.2 | Support an individual to use medication in ways that promote: <ul style="list-style-type: none"> • Hygiene • Safety • Dignity • Active participation | | | |
| | | 7.3 | Use strategies to ensure that medication is used or administered correctly | | | |
| | | 7.4 | Manage practical difficulties that may arise when medication is used | | | |
| | | 7.5 | Identify sources of further information and support about the use of medication | | | |
| 8 | Be able to record the use of medication | 8.1 | Record use of medication | | | |
| | | 8.2 | Record changes in an individual associated with medication | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19: Support Children at Meal or Snack Times

Unit reference number: T/506/1249

Level: 2

Credit value: 3

Guided learning hours: 18

Unit aim

The aim of this unit is to provide the knowledge, understanding and skills required to support children at meal or snack times. It covers the principles of healthy eating and requires demonstration of competence in supporting hygiene and positive behaviour at meal and snack times.

Unit assessment requirements/evidence requirements

AC 1.2 Provide **three** examples of healthy meals and **three** examples of healthy snacks.

AC 6.2 **Positive behaviour** must include table manners.

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|--|---------------|---------------------|------|
| 1 | Know the principles of healthy eating for children | 1.1 | Outline the nutritional requirements of a healthy diet for children | | | |
| | | 1.2 | Describe examples of healthy meals and snacks for children | | | |
| | | 1.3 | Describe how culture, religion and health conditions impact on food choices | | | |
| 2 | Know the benefits of healthy eating for children | 2.1 | Describe the benefits of healthy eating for children | | | |
| | | 2.2 | Describe the possible consequences of an unhealthy diet | | | |
| | | 2.3 | Identify sources of information and advice on dietary concerns | | | |
| 3 | Know how to recognise and respond to allergenic reactions to food | 3.1 | Describe how to recognise allergenic reactions to food | | | |
| | | 3.2 | Describe how to deal with allergenic reactions to food | | | |
| 4 | Be able to encourage children to make healthier food choices | 4.1 | Review the effectiveness of the food policy of own setting in encouraging children to make healthier food choices | | | |
| | | 4.2 | Plan strategies for encouraging children to: <ul style="list-style-type: none"> • Make healthier food choices • Eat the food provided for them | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|--|---------------|---------------------|------|
| 5 | Be able to support hygiene during meal or snack times | 5.1 | Model good hygiene practice in relation to own role in food handling and waste disposal | | | |
| | | 5.2 | Plan strategies for encouraging children's personal hygiene at meal and snack times | | | |
| 6 | Be able to support the code of conduct and policies for meal and snack times | 6.1 | Describe the setting's code of conduct and policies for meal and snack times | | | |
| | | 6.2 | Apply skills and techniques for supporting and encouraging children's positive behaviour in the dining area | | | |
| | | 6.3 | Apply skills and techniques for dealing with inappropriate behaviour in the dining area | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20: Care for the Physical and Nutritional Needs of Babies and Young Children

Unit reference number: K/506/1250

Level: 3

Credit value: 6

Guided learning hours: 45

Unit aim

The aim of this unit is to assess competence in caring for the physical and nutritional needs of babies and young children. This covers children up to 36 months of age. It includes the physical care routines and ensuring that the environment is suitable for children.

Unit assessment requirements/evidence requirements

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|---|---------------|---------------------|------|
| 1 | Be able to provide respectful physical care for babies and young children | 1.1 | Show behaviour that models cultural and ethnic awareness when caring for babies and young children's: <ul style="list-style-type: none"> • Skin • Hair • Teeth • Nappy area | | | |
| | | 1.2 | Plan strategies to ensure the preferences of carers are taken into account in the provision of physical care | | | |
| | | 1.3 | Show respectful behaviour when working with babies or young children | | | |
| | | 1.4 | Provide personalised physical care tailored to individual babies or young children's needs | | | |
| | | 1.5 | Provide personalised physical care that follows organisational and regulatory procedures that protect babies, young children and practitioners | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|--|---------------|---------------------|------|
| 2 | Be able to provide routines for babies and young children that support their health and development | 2.1 | Plan daily and weekly routines for babies and young children to meet individual needs | | | |
| | | 2.2 | Plan strategies for incorporating effective toilet training into routines | | | |
| 3 | Be able to provide opportunities for exercise and physical activity | 3.1 | Plan how to support babies or young children's exercise and physical activity | | | |
| 4 | Be able to provide safe and protective environments for babies and young children | 4.1 | Identify policies and procedures that cover health, safety and protection of babies and young children | | | |
| | | 4.2 | Evaluate the safety features within the environment for babies and young children | | | |
| | | 4.3 | Supervise babies or young children in own setting | | | |
| | | 4.4 | Apply a balanced approach to risk management in own setting | | | |
| | | 4.5 | Identify current advice on minimising sudden infant death syndrome in everyday routines for babies | | | |
| 5 | Be able to provide for the nutritional needs of babies under 18 months | 5.1 | Identify current government guidance the nutritional needs of babies until they are fully weaned | | | |
| | | 5.2 | Plan a programme of weaning | | | |
| | | 5.3 | Prepare formula feeds hygienically following current guidance | | | |
| | | 5.4 | Evaluate the benefits of different types of formula that are commonly available | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|--|---------------|---------------------|------|
| 6 | Be able to provide for the nutritional needs of young children from 18-36 months | 6.1 | Plan meals for young children that meet their nutritional needs based on: <ul style="list-style-type: none"> • Current government guidance • Information from carers | | | |
| | | 6.2 | Identify food allergies and intolerances that a young child may experience | | | |
| | | 6.3 | Review plans to ensure parent and/or carer's instructions on the needs of their child are accounted for | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21: Support the Development of Positive Behaviour in Children

Unit reference number: M/506/1251

Level: 3

Credit value: 3

Guided learning hours: 22

Unit aim

The aim of this unit is to develop the knowledge, understanding and skills of the learner to support children to develop positive behaviour. It includes the setting of boundaries and goals and how to assist children to understand their behaviour.

Unit assessment requirements/evidence requirements

ACs 2.4, 3.3, 4.2:

Key People:

- carers
- foster carers
- residential workers

Others:

- carers
- foster carers
- residential workers
- social workers
- psychologists
- doctors
- support workers
- police
- youth justice
- speech and language therapists
- inspectors

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|--|---------------|---------------------|------|
| 1 | Understand principles of supporting the development of positive behaviour in children | 1.1 | Outline theories of behaviour development in children | | | |
| 2 | Be able to establish behavioural goals and boundaries with children | 2.1 | Communicate with a child about their behaviour according to their level of ability and understanding | | | |
| | | 2.2 | Explain to a child the expectations about their behaviour | | | |
| | | 2.3 | Explain to a child why goals and boundaries must be set for their behaviour | | | |
| | | 2.4 | Identify behavioural goals and boundaries that will support positive behaviour with: <ul style="list-style-type: none"> • A child • Key people • Others | | | |
| | | 2.5 | Record agreed behavioural goals and boundaries in line with work setting requirements | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|---|---------------|---------------------|------|
| 3 | Be able to support children to understand their behaviour | 3.1 | Communicate with a child to develop understanding of when their behaviour is acceptable and when it is unacceptable | | | |
| | | 3.2 | Work with a child to develop understanding of the consequences of: <ul style="list-style-type: none"> • Acceptable behaviour • Unacceptable behaviour | | | |
| | | 3.3 | Work with a child to develop recognition of the benefits of positive behaviour for <ul style="list-style-type: none"> • Themselves • Key people • Others | | | |
| | | 3.4 | Communicate with a child to develop an understanding of why they behave in certain ways | | | |
| | | 3.5 | Work with a child to develop an understanding of how they are feeling when they engage in unacceptable behaviour | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|--|---------------|---------------------|------|
| 4 | Be able to support children to achieve behavioural goals and adhere to agreed boundaries | 4.1 | Work with a child to identify behaviours that show that they are meeting behavioural goals | | | |
| | | 4.2 | Work with key people and others to provide consistent support to a child to help them meet behavioural goals and agreed boundaries | | | |
| | | 4.3 | Use stimulating and achievable activities to engage children to support them to meet agreed behavioural goals and boundaries | | | |
| | | 4.4 | Provide constructive feedback to a child on meeting behavioural goals and agreed boundaries | | | |
| | | 4.5 | Use praise to reinforce positive behaviour in a child | | | |
| | | 4.6 | Support the positive behaviour of children through own actions | | | |
| | | 4.7 | Use agreed interventions to help a child end an instance of unacceptable behaviour | | | |
| | | 4.8 | Work with a child to develop their understanding of why they engaged in unacceptable behaviour | | | |
| | | 4.9 | Work with a child to develop their understanding of how they might have behaved differently | | | |
| | | 4.10 | Record progress towards the achievement of behavioural goals in line with work setting requirements | | | |
| | | 4.11 | Record instances of unacceptable behaviour in line with work setting requirements | | | |
| | | 4.12 | Identify sources of help and support where there are concerns about the behaviour of a child | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 22: **Contribute to Effective Team Working in Health and Social Care or Children's Settings**

Unit reference number: T/506/1252

Level: 3

Credit value: 4

Guided learning hours: 25

Unit aim

The aim of this unit is to develop the knowledge, understanding and skills of learners to enable them to contribute to effective team work in health and social care or children's settings. It covers the principles and practice of effective team work, as well as the process for improvement.

Unit assessment requirements/evidence requirements

AC 1.1 **Teams** could include:

- Within the organisation/service
- Multi-disciplinary
- Multi-agency

AC 3.4 **Others** could include:

- Team members and colleagues
- Other professionals
- Line manager

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|---|---------------|---------------------|------|
| 1 | Understand theories of teams and team working | 1.1 | Evaluate models of team working | | | |
| | | 1.2 | Explain the process of team development | | | |
| | | 1.3 | Analyse the effect of shared team goals | | | |
| 2 | Understand the principles that underpin effective team work | 2.1 | Explain why teams need: <ul style="list-style-type: none"> • Clear objectives • Clearly defined roles and responsibilities • Trust and accountability • Confidentiality • Effective communication • Conflict resolution | | | |
| | | 2.2 | Explain why mutual respect and support promotes effective teamwork | | | |
| | | 2.3 | Explain how the values of own organisation influences the working of own team | | | |
| | | 2.4 | Explain how teams manage change | | | |
| | | 2.5 | Explain the benefits of effective team performance | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|---|---------------|---------------------|------|
| 3 | Be able to work as part of a team | 3.1 | Identify own role and responsibility in the team | | | |
| | | 3.2 | Communicate effectively with team members | | | |
| | | 3.3 | Plan strategies for involving team members in decision making | | | |
| | | 3.4 | Seek support and advice from others | | | |
| | | 3.5 | Offer support to other team members | | | |
| | | 3.6 | Explain lines of reporting and responsibility in the team | | | |
| | | 3.7 | Analyse the strengths and contributions of other team members to the work of the team | | | |
| 4 | Be able to support individual team members | 4.1 | Provide encouragement and support to individual team members within their roles | | | |
| | | 4.2 | Provide constructive feedback on performance to individual team members | | | |
| 5 | Be able to review the work of the team | 5.1 | Reflect on own performance in working as part of a team | | | |
| | | 5.2 | Review team performance in achieving or working towards goals | | | |
| | | 5.3 | Contribute to the development of continuous improvement within the work of the team | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 23: Working Within a Social Pedagogic Framework With Children

Unit reference number: A/506/1253

Level: 3

Credit value: 5

Guided learning hours: 35

Unit aim

This unit is aimed at supporting learners who are using social pedagogy principles as part of their work with children. This unit will provide the learner with knowledge and understanding of social pedagogical principles. The learner will be able to describe how they reflect on their experience and apply this in practice with children in their care.

Unit assessment requirements/evidence requirements

AC 1.2 **Aspects:**

- Personal
- Private
- Professional

LO2 **Holistic wellbeing and happiness:**

The pedagogue understands all aspects of a child's physical, emotional, psychological and social needs. The focus is on the child as a whole person and support for the child's overall development.

AC 2.2 **Zone of proximal development:** the distance between what the child can do unaided and what they require adult assistance with.

AC 3.3 **Creative skills** could include:

- Drama
- Art
- Music
- Sport
- Physical movement

Learning is most successful in a social context, meaning that people learn more and develop further when they are supported by a mentor who is more advanced in a certain area and functions.

This unit must be assessed in the workplace.

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|---|---------------|---------------------|------|
| 1 | Understand how to apply the principles of social pedagogy | 1.1 | Explain how social pedagogical principles can be applied in working with children: <ul style="list-style-type: none"> • As individuals • In group settings | | | |
| | | 1.2 | Explain how to use the different aspects of pedagogy in developing relationships | | | |
| | | 1.3 | Explain how to use the principles of social pedagogy in engaging with children and young people | | | |
| 2 | Understand the concept of holistic wellbeing and happiness of individual children | 2.1 | Explain how to work with a holistic approach to the wellbeing and happiness of a child by supporting the development of their: <ul style="list-style-type: none"> • Emotional needs • Physical needs • Psychological needs • Social needs | | | |
| | | 2.2 | Explain how the concept of zone of proximal development applies to holistic wellbeing and happiness | | | |
| | | 2.3 | Explain the benefits of working with children: <ul style="list-style-type: none"> • As a group • As individuals | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|--|---------------|---------------------|------|
| 3 | Be able to engage with children or young people to create supportive learning opportunities | 3.1 | Developing safe, supporting and nurturing relationships with children | | | |
| | | 3.2 | Use own relationship to create learning opportunities with children | | | |
| | | 3.3 | Plan activities that use creative skills to create learning opportunities with children | | | |
| | | 3.4 | Evaluate how own skills and interests provide learning opportunities for children | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

13 Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html

Online support: find the answers to your questions in Knowledge Base, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

14 Contact us

We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist you can use any of the following methods:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us at:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Assessment Principles

Early Years Educator Qualifications Assessment Principles

1. Introduction

1.1 This document sets out those principles and approaches to unit/qualification assessment for qualifications approved by the National College for Teaching and Leadership (NCTL). The information is intended to support the quality assurance processes of those Awarding Organisations that offer EYE qualifications in the Sector. It should also be read alongside individual unit assessment requirements where appropriate.

1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

2. Assessment Principles

2.1 Assessment decisions for competence based learning outcomes must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.2 Assessment decisions for competence based learning outcomes must be made by an assessor qualified to make assessment decisions.

2.3 Competence based assessment must include direct observation as the **main** source of evidence

2.4 Simulation may only be utilised as an assessment method for competence based learning outcomes where this is specified in the assessment requirements by the individual Awarding Organisation.

2.5 Given the nature of work with children and their families, which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an Expert Witness testimony as a source of performance evidence in the workplace. Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise for **specialist** areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions.

2.6 Assessment of **knowledge based learning outcomes** may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions.

3. Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be **occupationally knowledgeable** in the area they are assuring and be qualified to make quality assurance decisions.

4. Definitions

4.1 Competence based learning outcomes:

These are learning outcomes beginning with 'be able to'.

4.2 Specialist areas:

A specialist is a person who has a particular skill or knows a lot about a particular subject OR a person who specialises in or devotes themselves to a particular area of activity, field of research, etc.

4.3 Knowledge based learning outcomes:

These are learning outcomes beginning with 'know' or 'understand'.

4.4 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

4.5 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

4.6 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. (Appendix 1 list of acceptable qualifications).

4.7 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

5. Expert witness:

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have EITHER a qualification in assessment of workplace performance **OR** a professional work role which involves evaluating the everyday practice of staff
- They have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- They can demonstrate appropriate, continuous professional development relevant to the sector for which they are attesting competence
- That they have no conflict of interest in the outcome of the evidence.

Appendix 1

List of acceptable qualifications

Holders of any of the qualifications below must also meet the requirements set out in sections 4.2- 4.6 of this document.

D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence

A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation

QCF Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes **only**)

QCF Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes **only**)

QCF Level 3 Certificate in Assessing Vocational Achievement

Qualified Teacher Status

Certificate in Education in Post Compulsory Education (PCE)

Social Work Post Qualifying Award in Practice Teaching

Certificate in Teaching in the Lifelong Learning Sector (CTLLS)

Diploma in Teaching in the Lifelong Learning sector (DTLLS)

L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)

L&D9D - Assessing workplace competence using Direct methods (Scotland)

Annexe B: Personal, Learning and Thinking Skills (PLTS) Mapping

| PLTS | Units | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------------|---|----|----|----|----|----|----|----|----|----|
| | | L3 |
| Independent Enquirers | | | | | | | | | | |
| 1 | identify questions to answer and problems to resolve | . | . | . | . | . | . | . | . | . |
| 2 | plan and carry out research, appreciating the consequences of decisions | . | . | . | . | . | . | . | . | . |
| 3 | explore issues, events or problems from different perspectives | . | . | . | . | . | . | . | . | . |
| 4 | analyse and evaluate information, judging its relevance and value | . | . | . | . | . | . | . | . | . |
| 5 | consider the influence of circumstances, beliefs and feelings on decisions and events | . | . | . | . | . | . | . | . | . |
| 6 | support conclusions, using reasoned arguments and evidence | . | . | . | . | . | . | . | . | . |
| Creative Thinkers | | | | | | | | | | |
| 1 | generate ideas and explore possibilities | . | . | . | . | . | . | . | . | . |
| 2 | ask questions to extend their thinking | . | . | . | . | . | . | . | . | . |
| 3 | connect their own and others' ideas and experiences in inventive ways | . | . | . | . | . | . | . | . | . |
| 4 | question their own and others' assumptions | . | . | . | . | . | . | . | . | . |
| 5 | try out alternatives or new solutions and follow ideas through | . | . | . | . | . | . | . | . | . |
| 6 | adapt ideas as circumstances change | . | . | . | . | . | . | . | . | . |
| Reflective Learners | | | | | | | | | | |
| 1 | assess themselves and others, identifying opportunities and achievements | . | . | . | . | . | . | . | . | . |
| 2 | set goals with success criteria for their development and work | . | . | . | . | . | . | . | . | . |
| 3 | review progress, acting on the outcomes | . | . | . | . | . | . | . | . | . |
| 4 | invite feedback and deal positively with praise, setbacks and criticism | . | . | . | . | . | . | . | . | . |
| 5 | evaluate experiences and learning to inform future progress | . | . | . | . | . | . | . | . | . |
| 6 | communicate their learning in relevant ways for different audiences | . | . | . | . | . | . | . | . | . |

| PLTS | Units | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|--------------------------------|--|----|----|----|----|----|----|----|----|----|
| | | L3 |
| Team Workers | | | | | | | | | | |
| 1 | collaborate with others to work towards common goals | | . | . | . | . | . | | . | . |
| 2 | reach agreements, managing discussions to achieve results | | . | . | . | . | . | | . | . |
| 3 | adapt behaviour to suit different roles and situations, including leadership roles | | . | . | . | . | . | | . | . |
| 4 | show fairness and consideration to others | | . | . | . | . | . | | . | . |
| 5 | take responsibility, showing confidence in themselves and their contribution | | . | . | . | . | . | | . | . |
| 6 | provide constructive support and feedback to others | | . | . | . | . | . | | . | . |
| Self-Managers | | | | | | | | | | |
| 1 | seek out challenges or new responsibilities and show flexibility when priorities change | | . | . | . | . | . | | . | . |
| 2 | work towards goals, showing initiative, commitment and perseverance | | . | . | . | . | . | | . | . |
| 3 | organise time and resources, prioritising actions | | . | . | . | . | . | | . | . |
| 4 | anticipate, take and manage risks | | . | . | . | . | . | | . | . |
| 5 | deal with competing pressures, including personal and work-related demands | | . | . | . | . | . | | . | . |
| 6 | respond positively to change, seeking advice and support when needed | | . | . | . | . | . | | . | . |
| 7 | manage their emotions, and build and maintain relationships | | . | . | . | . | . | | . | . |
| Effective Participators | | | | | | | | | | |
| 1 | discuss issues of concern, seeking resolution where needed | | . | . | . | . | . | | . | . |
| 2 | present a persuasive case for action | | . | . | . | . | . | | . | . |
| 3 | propose practical ways forward, breaking these down into manageable steps | | . | . | . | . | . | | . | . |
| 4 | identify improvements that would benefit others as well as themselves | | . | . | . | . | . | | . | . |
| 5 | try to influence others, negotiating and balancing diverse views to reach workable solutions | | . | . | . | . | . | | . | . |
| 6 | act as an advocate for views and beliefs that may differ from their own | | . | . | . | . | . | | . | . |

March 2017

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