

BTEC Level 2 Technical Diploma in

**CHILDREN'S PLAY,  
LEARNING AND DEVELOPMENT  
(EARLY YEARS PRACTITIONER)**



**SPECIFICATION**

First teaching: September 2019 | First certification: Summer 2020

ISSUE 6





**Pearson**  
**BTEC Level 2**  
**Technical Diploma in**  
**Children's Play, Learning**  
**and Development**  
**(Early Years Practitioner)**  
**Specification**

First teaching September 2019

Issue 6

## **BTEC and LCCI qualifications**

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## **About Pearson**

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This specification is Issue 6. The latest issue can be found on the Pearson website: [qualifications.pearson.com](https://qualifications.pearson.com)

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## Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace, either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

### Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In these new BTEC Level 2 Technicals, the focus is on the development of technical, practical and transferable work-related skills, and sector-specific knowledge. The development of these skills is key for learners to progress to work or to an Apprenticeship. When creating the BTEC Level 2 Technicals, we worked with employers to ensure that the qualifications meet their needs. Employers are looking for recruits with the appropriate technical knowledge, and technical and transferable skills essential for employment.

The BTEC Level 2 Technicals meet these requirements through:

- a range of occupationally-related qualifications, each with a clear purpose, so that there is a qualification to suit each learner's plan for career progression
- up-to-date content that is closely aligned with employers' needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means that some assessments and projects are set by the centre to meet local needs, while others are set and marked by Pearson. This ensures that there is a core of skills and understanding common to all learners. For example, an externally-set test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We provide a wealth of support, both resources and people, to ensure that learners and their tutors have the best possible experience during their course. See *Section 11 Resources and support* for details of the support we offer.

### A word to learners...

BTEC Level 2 Technicals will demand a lot of practical work from you. You will need to:

- complete a range of units
- be organised
- take some assessments that Pearson will set and mark
- take other assessments that will demonstrate your technical and practical skills
- keep a portfolio of your assignments.

But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to go on to work or to an Apprenticeship – success in your BTEC Level 2 Technical qualification will help you to progress to the next stage in your life.

Good luck, and we hope you enjoy your course.

## **Collaborative development**

Learners completing their BTEC Level 2 Technicals will be aiming to go on to employment or to an Apprenticeship. It was essential, therefore, that we developed these qualifications in close collaboration with experts from professional bodies and businesses, and with the providers who will be delivering the qualifications. We are grateful to all the further education lecturers, tutors, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Professional bodies that have worked with us include:

PACEY – Professional Association for Childcare and Early Years

Early Education – British Association for Early Childhood Education.

Employers that have worked with us include:

Children’s Workshop.

In addition, professional bodies and businesses have provided letters of support confirming that these qualifications meet their recruitment requirements. These letters can be viewed on our website.

## Summary of Pearson BTEC Level 2 Technical Diploma in Children's Play, Learning and Development (Early Years Practitioner) specification Issue 6 changes

Summary of changes made between the previous issue and this current issue	Page number
An alternative (knowledge only) pathway has been added to the <i>Introduction</i> section.	Page 1
A sentence about the (knowledge only) pathway has been added under the <i>Purpose</i> section <i>What does the qualification cover?</i> subsection.	Page 2
The (knowledge only) pathway has been added to the structure of the qualification.	Page 4
A paragraph about the (knowledge only) pathway has been added under the <i>Synoptic internal assessment</i> section.	Page 6
A sentence about the (knowledge only) pathway has been added under the <i>Structure</i> section <i>Employer involvement</i> subsection.	Page 7
A paragraph about the (knowledge only) pathway has been added under the <i>Structure</i> section <i>Work-placement requirements</i> subsection.	Page 8
Addition made to <i>Unit 3: Developing Professional Practice Skills for Work in Early Years Settings</i> section <i>Assessment activity</i> subsection <i>Activity</i> for clarification on the knowledge only pathway.	Page 47
Addition made to <i>Unit 4: Supporting Children's Physical Care Needs in Early Years Settings</i> section <i>Assessment activity</i> subsection <i>Activity</i> for clarification on the knowledge only pathway.	Page 64
Addition made to <i>Unit 5: Supporting Children's Learning Through Play</i> section <i>Assessment activity</i> subsection <i>Activity</i> for clarification on the knowledge only pathway.	Page 76
Addition made to <i>Unit 6: Supporting Children's Communication, Literacy and Language Development</i> section <i>Assessment activity</i> subsection <i>Activity</i> for clarification on the knowledge only pathway.	Page 88
Addition made to section <i>Internal assessment</i> subsection <i>Setting assignments</i> for clarification on the knowledge only pathway.	Page 116
Eligibility for BTEC Level 2 Technical Diploma in Children's Play, Learning and Development (knowledge only) pathway has been added to Section 10 <i>Understanding the qualification grade</i> subsection <i>Eligibility for an award</i> .	Page 130

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](https://qualifications.pearson.com/en/support/contact-us.html).



## Contents

<b>Pearson BTEC Level 2 Technicals</b>	<b>1</b>
<b>1 Pearson BTEC Level 2 Technical Diploma in Children’s Play, Learning and Development (Early Years Practitioner)</b>	<b>2</b>
Who is the qualification for?	2
What does the qualification cover?	2
What could this qualification lead to?	2
About the early years sector	3
<b>2 Structure</b>	<b>4</b>
Total Qualification Time (TQT)	4
Qualification structure	4
Qualification and unit content	5
Assessment	5
Language of assessment	6
Grading of the qualification	7
Employer involvement	7
Work-placement requirements	8
<b>3 Units</b>	<b>9</b>
Understanding your units	9
<b>4 Planning your programme</b>	<b>111</b>
Is there a learner entry requirement?	111
What is involved in becoming an approved centre?	111
What level of sector knowledge is needed to deliver this qualification?	111
What resources are required to deliver this qualification?	111
What makes good vocational teaching?	111
What are the requirements for meaningful employer involvement?	112
What support is available for delivery and assessment?	112
How will my learners become more employable through this qualification?	112
<b>5 Assessment structure</b>	<b>113</b>
<b>6 Internal assessment</b>	<b>114</b>
Principles of internal assessment	114
Operating internal assessment	114
Setting assignments	115
Making valid assessment decisions	117
<b>7 External assessment</b>	<b>120</b>
Sample assessment materials	121
Conducting external assessments	121

<b>8</b>	<b>Administrative arrangements</b>	<b>122</b>
	Introduction	122
	Learner registration and entry	122
	Access to assessment	122
	Administrative arrangements for internal assessment	123
	Administrative arrangements for external assessment	124
	Dealing with malpractice in assessment	125
	Certification and results	127
	Additional documents to support centre administration	127
<b>9</b>	<b>Quality assurance</b>	<b>128</b>
	Centre and qualification approval	128
	Continuing quality assurance and standards verification	128
<b>10</b>	<b>Understanding the qualification grade</b>	<b>130</b>
	Awarding and reporting for the qualification	130
	Eligibility for an award	130
	Examples of grade calculations based on table applicable to registrations from September 2017	133
<b>11</b>	<b>Resources and support</b>	<b>135</b>
	Support for setting up your course and preparing to teach	135
	Support for teaching and learning	135
	Support for assessment	135
	Training and support from Pearson	136

# Pearson BTEC Level 2 Technicals

## Introduction

BTEC Level 2 Technicals are intermediate qualifications for post-16 learners who want to specialise in a specific occupation, occupational area or technical role. They prepare learners for work or an Apprenticeship by giving them the opportunity to develop sector-specific knowledge, technical and practical skills, and to apply these skills in work-related environments. The qualifications also provide progression to Level 3 Tech Level qualifications.

Developed in close conjunction with leading employers, BTEC Level 2 Technicals develop transferable workplace skills, such as good communication and the ability to work in a team, which employers have identified as essential for gaining employment in the sector and for progression once the learner is working.

At the core of these qualifications is the concept of preparing young people for the working world. Through practical activities and occupationally-fit-for-purpose assessments, learners will gain the skills and behaviours needed for sustainable employment.

BTEC Level 2 Technicals are designed to be used flexibly, depending on their size and scope:

- as part of a full-time 16–19 study programme, alongside mathematics and English GCSEs and/or Functional Skills, work placement and enrichment activities
- as the technical qualification within an Apprenticeship or off-the-job training for those already in work
- as a roll-on, roll-off programme for those entering an Apprenticeship or employment.

Pearson has developed the BTEC Level 2 Technicals suite to meet the Department for Education (DfE) requirements for qualifications to be offered as Technical Certificates for 16–19 year olds.

This specification contains the information you need to deliver the Pearson BTEC Level 2 Technical Diploma in Children’s Play, Learning and Development (Early Years Practitioner) (QN 603/0509/5). The specification signposts you to additional handbooks and policies. It includes all the units for the qualification.

In addition to the above there is an alternative pathway available only for learners certificating in 2021 or 2022 due to the impact of pandemic. This pathway is available for learners registered with the intention of obtaining Early Years Practitioner status but who do not satisfy placement hours and/or external assessment requirements in full but otherwise meet the requirements for a BTEC Technical. The alternative pathway does not confer Early Years Practitioner status in early years settings and learners cannot be therefore counted in ratios within early years settings. The alternative pathway is titled:

### **Pearson BTEC Level 2 Technical Diploma in Children’s Play, Learning and Development (knowledge only)**

This alternative pathway does not appear on performance measures and is not available to register on directly. The awarding of this qualification provides appropriate certification for learners progressing to a range of qualifications and Apprenticeship at Level 3.

# 1 Pearson BTEC Level 2 Technical Diploma in Children's Play, Learning and Development (Early Years Practitioner)

## Purpose

### Who is the qualification for?

This qualification is for you if you want to start a career in early years education and care as a practitioner. It is designed for post-16 students and can be taken as part of a wider study programme. It is an ideal qualification if you are intending to progress directly to employment within the early years sector, or to an early years apprenticeship.

### What does the qualification cover?

This qualification has been developed in consultation with employers within the early years sector to ensure you learn the skills and behaviours that will give you the best opportunity to be successful when applying for work.

All the content of the qualification is mandatory and relates directly to the skills, knowledge and behaviours expected by employers in the early years sector. The areas you will cover include:

- child development
- working in early years settings
- caring for children
- supporting children's learning through play.

You will also enhance your broader skills in literacy and numeracy, which will be invaluable in supporting your progression. In addition, you will develop transferable technical and practical skills in communication, professional behaviours in the workplace, reflective practice, and preparing for interviews to secure employment or an apprenticeship.

As part of your course, you will be required to engage with sector employers, where opportunities will be given for you to develop practical skills in preparation for employment. For this qualification, you will be required to take a work placement of 280 hours in an early years setting. For the knowledge only pathway the work placement hours are relaxed. See section on work placement.

### What could this qualification lead to?

The qualification is a licence to practice in the early years sector. You will be able to progress to roles such as early year practitioners, nursery nurses and childminders.

Achieving this qualification will give you an advantage when applying for a job in the early years sector. The types of role you will be ready for are:

- preschool assistant
- nursery assistant
- early years assistant
- childminder's helper.

When taken as part of a full study programme, typically alongside GCSE maths or English, this qualification also gives you a sound basis to progress further within the early years sector to a level 3 qualification such as a Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator), a Pearson BTEC Level 3 National Extended

Diploma in Children's Play, Learning and Development (Early Years Educator), or a Level 3 Early Years Educator Apprenticeship.

## About the early years sector

The early years sector in England is made up of over 80,000 settings, with 1.3 million childcare places for children under five. This ranges from childminders and nannies to nurseries, crèches and preschools. The early years sector focuses on the learning, development and care of children from birth to five years.

The early years sector offers a range of progression through further study, for example early years educator and teaching roles, management, special needs, social work, play work.

## 2 Structure

### Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 2 Technical Diploma in Children's Play, Learning and Development (Early Years Practitioner) is a qualification that has:

- Total Qualification Time: 610 hours
- Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the units.

### Qualification structure

Learners are required to complete and achieve all the units included in this qualification.

Pearson BTEC Level 2 Technical Diploma in Children's Play, Learning and Development (Early Years Practitioner) and Pearson BTEC Level 2 Technical Diploma in Children's Play, Learning and Development (knowledge only)*					
Unit number	Unit title	GLH	Credit	Type	How assessed
1	Policy and Practice for Working in Early Years Settings	45	9	Mandatory	External
2	Child Development from Birth up to Five Years	45	9	Mandatory	External
3	Developing Professional Practice Skills for Work in Early Years Settings	60	9	Mandatory	Internal
4	Supporting Children's Physical Care Needs in Early Years Settings	45	7	Mandatory	Internal
5	Supporting Children's Learning Through Play	60	9	Mandatory	Internal
6	Supporting Children's Communication, Literacy and Language Development	45	7	Mandatory	Internal
7	Developing Professional Practice in Early Years Settings	60	11	Mandatory	Internal Synoptic

This qualification has 100% mandatory content and 25% external assessment.

\*Alternative knowledge only pathway may be awarded to learners who do not satisfy the requirements for Early Years Practitioner status but who do meet the suite rules for the BTEC Technicals. Please see *Introduction* section for details.

## Qualification and unit content

Pearson has developed the content of this qualification in collaboration with employers and representatives from relevant professional bodies and further education providers. In this way, we have ensured that content is up to date and that it includes the knowledge, technical and practical skills and behaviours required to work in the sector and occupational area.

All units in this qualification are mandatory, which provides a balance of breadth and depth, ensuring that all learners develop the technical and practical skills required in the occupational area. Learners are then offered the opportunity to develop a range of transferable skills and attributes expected by employers. It is expected that learners will apply their learning to relevant employment and sector contexts during delivery and that they will have opportunities to engage meaningfully with employers.

BTECs have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing practical, work-related tasks that encourage the development of appropriate work-related behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, and planning and completing tasks to a high standard, all of which are valued in the workplace.

Our approach provides rigour and balance and promotes the ability to apply learning immediately in new contexts.

Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

## Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to skills and occupationally-based qualifications at this level.

### External assessment

In this qualification, there are two external assessments that assess units that contribute 25% of the total qualification GLH. The external assessments for this qualification take the form of a task that allows learners to apply their skills and knowledge in context to a realistic work-based activity, and an onscreen test that includes a variety of onscreen item types, which allows learners to apply their knowledge to several work-related contexts. Each external assessment is linked to a specific unit as indicated in the qualification structure on the previous page.

These methods have been used to externally assess the identified units because they are best suited to draw out the evidence to exemplify the expectations of the unit. The task will allow learners to apply their learning of the development milestones for children in the different areas of development to recommend a plan that will support a child's development to the next milestone.

The test is suitable for assessing the principles of working in the early years setting and the related legislation, and its implementation through policies and practices. These methods allow learners to demonstrate their knowledge and understanding of these areas against the full grade range.

Each external assessment is taken under specified conditions, then marked by Pearson, and a grade awarded. Learners must achieve both externally-assessed units at Pass grade or above to achieve the qualification. Learners are permitted to resit the external assessments once during their programme by taking a new assessment.

For further information on external assessment see *Section 7 External assessment*.

## Internal assessment

Units 3, 4, 5, 6 and 7 are assessed through internal assessment. Internal assessment allows learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Internal assessment is through assignments that are subject to external standards verification. We provide suggestions in each unit for setting assignments. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final assessment for each unit.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners must achieve all the internally-assessed units at Pass grade or above to achieve the qualification. For further information on internal assessment, including resubmissions, see *Section 6 Internal assessment*.

For this qualification, a logbook has been developed to support learners in recording their activities during the work placement. The Placement Experience Assessment Portfolio of Evidence can be used to evidence learner achievement of assessment criteria for individual units within the qualification.

## Synoptic internal assessment

The synoptic assessment for this qualification is *Unit 7: Developing Professional Practice in Early Years Settings*.

This synoptic assessment is designed to take place towards the end of the programme and draws on the learning throughout. The design of this assessment ensures that there is sufficient stretch and challenge, enabling the assessment of sector-related knowledge in addition to technical and practical skills towards the end of the learning period.

The synoptic assessment for this qualification draws on learners' 280 hours work experience placement as well as evidence of the knowledge, skills and behaviour evidenced in their portfolio of evidence.

Learners will reflect on all areas of their work with children, families, colleagues and others involved in the care of children in early years settings. Learners will be expected to reflect on their practice demonstrated in Units 3, 4, 5 and 6, whilst utilising knowledge gained in Units 1 and 2 to propose areas to develop their practice and be able to progress in the early years sector. Learners complete the tasks using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge and skills.

For the knowledge only pathway, learners may complete some of these activities through alternative methods of assessment such as simulation or case studies but still must complete the reflections required for Units 3, 4, 5 and 6. See PEP guidance 2020-21 for further information.

It is recommended that learners complete Learning Aim A from the synoptic unit prior to their work placement as this will equip them with the reflective practice, knowledge and understanding to support completion of their workbook. Other Learning Aims should be completed after the work placement.

## Language of assessment

Assessment of the internal and externally-assessed units for this qualification will be available in English. All learner work must be in English. A learner taking the qualification may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 8 Administrative arrangements*.

## Grading of the qualification

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of the practical skills required for employment in the specific sector and successful development of transferable skills.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All units in the qualification contribute proportionately to the overall qualification grade.

The qualification is graded using a scale of PP to DD. Please see *Section 10 Understanding the qualification grade* for more details.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

## Employer involvement

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents/carers and learners, and furthers collaboration between the learning and skills sector and industry.

You need to ensure that all learners have the opportunity to undertake meaningful activity involving employers during their course.

Examples of 'meaningful activity' include:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification/industry
- project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s)
- units delivered or co-delivered by an industry practitioner(s); this could take the form of masterclasses or guest lectures
- industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work of practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or all assessments for a qualification.

Meaningful employer involvement, as defined above, must be with employers from the early years and childcare sector.

Learners will need to complete 280 hours of work placement in an early years setting. For the knowledge only pathway, the work placement hours are relaxed. Please refer to the section on *Work-placement requirements* for further information.

For this qualification, the following units have specified mandatory requirements for employer involvement in delivery and/or assessment:

- Unit 3: Developing Professional Practice Skills for Work in Early Years Settings
- Unit 4: Supporting Children's Physical Care Needs in Early Years Settings
- Unit 5: Supporting Children's Learning Through Play
- Unit 6: Supporting Children's Communication, Literacy and Language Development.

We have provided suggestions in some units on how employers could be involved in the delivery and/or assessment of this qualification. These units are listed below.

- Unit 3: Developing Professional Practice Skills for Work in Early Years Settings
- Unit 4: Supporting Children's Physical Care Needs in Early Years Settings
- Unit 5: Supporting Children's Learning Through Play
- Unit 6: Supporting Children's Communication, Literacy and Language Development
- Unit 7: Developing Professional Practice in Early Years Settings

These are suggestions only and there will be other possibilities at local level. Centres may choose to use other approaches but must ensure that they meet the requirement for meaningful employer involvement as defined above. Centres must have an employer involvement plan in place at the start of the programme. It must detail their approach to employer involvement and how it will add value to the delivery and assessment of the qualification.

Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level as part of the annual quality management review process and will be captured as part of the standards verification process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will also be monitored at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure that additional activities can be scheduled where necessary so that learners are not disadvantaged, see *Section 9 Quality assurance*.

## Work-placement requirements

The aim of the work placement is to give learners opportunities to gain skills, apply their knowledge and to produce the required evidence to meet the assessment requirements of *Units 3, 4, 5 and 6*.

In order to meet the requirements of the qualification, learners must undertake supervised early years work placement of a minimum of 280 hours. The age range of the children attending the early years settings must be between birth up to 5 years. Learners are also required to have an understanding of further development from age five to seven. It is recommended that, if possible, all placement settings should have been rated a 'good' or 'outstanding' by Ofsted.

The following settings would meet the requirements of the qualification:

- day nurseries
- registered childminders
- preschools
- playgroups
- maintained nursery schools
- nursery classes as part of local schools' offering.

In order to ensure that learners are able to meet all the assessment requirements, they might need to attend more than one setting. For example, if a playgroup or nursery class does not serve meals, learners might not be able to achieve *Unit 4: Supporting Children's Physical Care Needs in Early Years Settings*.

Learners must complete the Placement Experience Assessment Portfolio of Evidence (available on our website), which will serve as a record of work-placement attendance and completion, and provide evidence of meeting the assessment criteria for *Unit 7: Developing Professional Practice in Early Years Settings*.

For the knowledge only pathway learners must aim to achieve as many hours as possible in the work placement, however, the minimum hours requirement of 280hrs is relaxed but all the assessment requirements must still be met through alternative methods of assessment where work placement evidence has not been possible.

## 3 Units

### Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internally-assessed units
- externally-assessed units.

This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

### Internally-assessed units

Section	Explanation
<b>Unit number</b>	The number is in a sequence for the qualification.
<b>Unit title</b>	This is the formal title of the unit and appears on certificates.
<b>Level</b>	All units are at Level 2 on the national framework.
<b>Unit type</b>	This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details.
<b>Assessment type</b>	This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See <i>Section 2 Qualification structure</i> for details.
<b>GLH</b>	Units may have a GLH value of 45 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Learning aims</b>	These help to define the scope, style and depth of learning of the unit. You can see where learners should be developing and demonstrating their skills or where they should be actively researching or reviewing.
<b>Unit summary</b>	This section helps tutors to see at a glance the main content areas against the learning aims and the structure of the assessment. The forms of evidence given are suitable to fulfil the requirements.
<b>Content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
<b>Assessment criteria</b>	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades.
<b>Essential information for assessment decisions</b>	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification. It is important that this is used carefully alongside the assessment criteria.
<b>Assessment activity</b>	This section provides information, suggested scenarios and tasks for summative assessment activities.
<b>Further information for tutors and assessors</b>	This section gives you information to support the delivery and assessment of the unit.
<b>Delivery guidance</b>	This section offers suggestions of ways of delivering the unit. It offers ideas on practical activities in a sector context that can be used to help develop relevant skills and to encourage progress.
<b>Essential resources</b>	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 11 Resources and support</i> .
<b>Links to other units</b>	This section shows you the main relationships of units to other units. This can help you to structure your programme and make the best use of available materials and resources.
<b>Employer involvement</b>	This section gives you information on the units that can be used to involve learners with employers. This information will help you to identify the kind of involvement that is likely to be successful.

## Externally-assessed units

Section	Explanation
<b>Unit number</b>	The number is in a sequence for the qualification.
<b>Unit title</b>	This is the formal title of the unit and appears on certificates.
<b>Level</b>	All units are at Level 2 on the national framework.
<b>Unit type</b>	This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details.
<b>Assessment type</b>	This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See <i>Section 2 Qualification structure</i> for details.
<b>GLH</b>	Units may have a GLH value of 45 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Summary of assessment</b>	This sets out the type of external assessment used and the way in which it is used to assess achievement.
<b>Assessment outcomes</b>	These show the hierarchy of knowledge, understanding, skills and behaviours assessed. For tested units, they include information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
<b>Essential content</b>	For externally-assessed units, all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
<b>Grade descriptors</b>	We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
<b>Key terms typically used in assessment</b>	These definitions will help you to analyse requirements and to prepare learners for assessment.
<b>Links to other units</b>	This section shows the main relationships of units to other units. This section can help you to structure your programme and make the best use of available materials and resources.
<b>Employer involvement</b>	This section gives you information on the units that can be used to involve learners with employers. This information will help you to identify the kind of involvement that is likely to be successful.



## Units

This section contains all the units developed for this qualification.

Unit 1: Policy and Practice for Working in Early Years Settings	15
Unit 2: Child Development from Birth Up to Five Years	25
Unit 3: Developing Professional Practice Skills for Work in Early Years Settings	37
Unit 4: Supporting Children’s Physical Care Needs in Early Years Settings	53
Unit 5: Supporting Children’s Learning Through Play	67
Unit 6: Supporting Children’s Communication, Literacy and Language Development	81
Unit 7: Developing Professional Practice in Early Years Settings	91



# Unit 1: Policy and Practice for Working in Early Years Settings

Level: **2**

Unit type: **Mandatory**

Assessment type: **External**

Guided learning hours: **45**

Credit: **9**

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## Unit in brief

Learners gain understanding of the policies and practices required of working in early years settings in relation to child welfare safeguarding, health and safety, and equality and diversity.

## Unit introduction

The early years setting has policies and procedures in place to cover all aspects of the child's health, wellbeing and welfare. These policies are developed based on current legislation and provide the framework for early years practice. Early Years Practitioners need to have a clear understanding of these policies to be able to perform their role in the early years setting.

Safeguarding and keeping children safe is one of the main responsibilities of an Early Years Practitioner so you will need to have good knowledge of the policies and procedures in your setting, and how they relate to legislation. The depth of legislation covered in the unit will be limited to how legislation is implemented through policies and procedures in an early years setting and its impact on the role of an Early Years Practitioner. You will need to understand how and when to respond to concerns regarding a child and to understand the importance of confidentiality.

You will also need to understand the aspects of equality and diversity, and inclusive and anti-discriminatory practice that support the role of the Early Years Practitioner. You will develop understanding of the terminology linked to equality and diversity, and how to relate to policies and legislation that support inclusive practice.

Early Years Practitioners need to understand how to prevent infection in the setting and understand the signs and symptoms of common illnesses and the initial responses to the child who has an accident. You will learn about aspects of health and safety in the setting, including security measures; fire safety and infection control.

The knowledge assessed through this unit will support effective practice in the setting.

## Summary of assessment

This unit is assessed using an onscreen test, set and marked by Pearson. The test contains different types of question and is worth 60 marks. The test duration is 1 hour and 15 minutes. The assessment is available on demand. The first assessment is available in March 2018.

Sample assessment materials will be available to help centres prepare learners for assessment.

### Assessment outcomes

**AO1** Demonstrate knowledge of principles of safeguarding and welfare of children in the early years setting

Command words: describe, give, identify, list, name, state

Marks: ranges from 1 to 5 marks

**AO2** Demonstrate understanding of the significance of legislation, policies and procedures, and practice relating to safety and wellbeing of the child in promoting safe environments in early years settings

Command words: explain, identify

Marks: ranges from 2 to 4 marks

**AO3** Evaluate the application of policy and procedure in maintaining the welfare of the child in the early years setting

Command words: discuss, explain

Marks: ranges from 2 to 6 marks

**AO4** Make connections between the wellbeing of the child and the working practices in the setting that promote safeguarding; inclusion and health and safety

Command words: discuss, explain

Marks: ranges from 2 to 6 marks

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A Safeguarding children in early years settings

The following legislation is current at the time of publication. Centres should deliver the most up-to-date legislation.

#### A1 Child protection legislation in early years settings

Learners will need to be aware of the purpose and key features of key legislation that underpins policies and procedures in an early years setting.

- Legislation that relates to safeguarding in the early years setting:
  - Children Act 1989 – recognises that the welfare of the child is paramount and sets out an overarching system for safeguarding children and the roles that different agencies play
  - Children Act 2004 – provides the legal basis of how social services and their partners, e.g. police, health services, the NSPCC, deal with issues relating to children, places a duty on local authorities and their partners to cooperate
  - Children and Families Act 2014, Part 3: Children and young people with special educational needs and disabilities
  - United Nations Convention on the Rights of the Child 1989 – sets out the principles for an international legal framework to underpin all aspects for the care, development and education for all children
  - Childcare Act 2006 determines Early Years Foundation Stage (EYFS) 2014 England – the statutory safeguarding and welfare guidance in the EYFS outlines the legal responsibilities for providers in promoting children’s health, safety and wellbeing (ages 0–5 years).

#### A2 Policies and procedures in early years settings

How policies and related procedures in the setting help to keep children safe.

- Child protection and safeguarding policies.
- Policies to protect children that include no use of personal mobile phones by practitioners when in the setting, guidance in place when practitioners are taking photographs in the setting, including parental permission and the use of a designated camera.
- Online safety and risks, such as inappropriate content, cyberbullying and online predators. and campaigns for legislation e.g. NSPCC’s Wild West Web.
- Safe working practice, to include appropriate induction and training of staff, safe recruitment, to include all staff to have current Disclosure Barring Service (DBS) checks, suitable supervision, clear roles and responsibilities for every member of staff.
- Role of the Early Years Practitioner in dealing with allegations or suspicion of abuse, to include reporting policies and procedures.
- Government guidance document.
- How to encourage children to be aware of personal safety and the safety of others.
- What to do if a child discloses information – listening to child carefully, believing the child, not asking any leading questions, reporting to safeguarding lead named person in the setting, writing down exactly what is said and done with signature and date, not discussing with anyone else, including other members of staff.
- Maintaining high-quality care through effective practice and adherence to policies and procedures.
- Own responsibility for protecting and promoting the welfare of children.

## UNIT 1: POLICY AND PRACTICE FOR WORKING IN EARLY YEARS SETTINGS

- Reporting concerns of unsafe practice in the setting, understanding of how to report concerns regarding other members of staff, whistleblowing procedures.
- Understand the role of the NSPCC, which is a charity with a statutory role.
- Understand the role of Ofsted (the Office for Standards in Education) in England.
- Understand the roles of other professionals in the protection of children:
  - social worker
  - police
  - health visitors and other health professionals
  - teachers and other education professionals
  - special educational needs coordinators (SENCOs).
- Safeguarding lead in the early years setting.
- Partnership working, to include:
  - the benefits of a multi-agency approach
  - child-centered planning
  - joined up working with other services
  - involving parents/carers in planning, decision making and support, including children with SEND.

### **A3 Types of abuse**

Identification of different types of abuse and ways to support children.

- Types of abuse: physical (non-accidental injuries), emotional, sexual, neglect.
- Awareness of the potential effects of social factors such as substance abuse, poor parenting skills, domestic violence, social exclusion, poverty in increasing the risk of abuse occurring.
- Possible indicators of abuse:
  - physical – bruising in uncommon areas, clusters of bruises, burns that may be in the shape of an object or multiple burns, bite marks, multiple fractures
  - emotional – overly affectionate towards strangers, lack of confidence, aggressive towards other children or animals, no close relationship with parent/carer
  - sexual – may use sexual language, may avoid being alone with certain people, soreness in genital area, frequent urine infections
  - neglect – poor appearance and hygiene, unwashed and/or inappropriate clothing for season, recurring infections or illnesses, tiredness, faltering weight or growth (known as failure to thrive), repeated accidental injuries, left alone for a long time
  - general indicators – changes in behaviour, regression.
- How to support children who have disclosed.
- How to support children to reduce risk of abuse:
  - empowering children, giving children choices
  - encouraging independence in personal care routines
  - teaching the NSPCC 'Underwear Rule'

### **A4 Confidentiality and record-keeping in the early years setting**

Information management and effective communication that protects children and staff.

- Applying requirements of data protection legislation.
- Following guidelines for recording information.
- Safe and secure storage of manual records.
- Adhering to protocols in the use of electronic records.
- Maintaining confidentiality to protect children and families.
- Following appropriate procedures for disclosure of information when legally required.
- Respect confidential information about children as long as it does not affect their welfare.

## B Promoting safe environments in early years settings

The following legislation is current at the time of publication. Centres should deliver the most up-to-date legislation.

### B1 Health and safety legislation

How legislation influences the development of policies in the early years setting.

- Health and Safety at Work etc. Act 1974.
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013.
- Control of Substances Hazardous to Health (COSHH) Regulations 2002.
- EYFS – the statutory safeguarding and welfare guidance in the EYFS outlines the legal responsibilities for providers in promoting children’s health, safety and wellbeing (ages 0–5 years).
- The role of the Health and Safety Executive (HSE).

### B2 Policies and procedures

Policies and procedures in the early years setting and how they keep children safe.

- First aid.
- Food hygiene.
- Emergency evacuation.
- Safe moving and handling.
- Staff to child ratios, supervision and space requirements.
- The role of the adult in preventing accidents.
- How to access workplace policies and personal accountability.

### B3 Safety in early years settings

Promoting a safe environment in the early years setting.

- Definitions:
  - hazard – something that may cause harm to an individual
  - risk – the likelihood that something will cause harm to an individual
  - accident – an unexpected event, causing harm or damage to property or an individual
  - harm – injury.
- The purpose of risk assessment.
- The process of carrying out a risk assessment.
- Safety checks and reporting faults, regular checks to ensure hygiene and safety, procedures for reporting concerns.
- Use of safety equipment: safety gates, socket covers, window and door catches, cooker guards.
- Safety with animals, plants, sand pits, water, outdoor spaces and outings.
- Security – signing in and out, checking identity of carers/visitors.
- Fire safety and evacuation, types of fire extinguishers, how to stop fire from starting and spreading in the setting, emergency procedures.
- The need for observation and supervision to keep children safe.
- Age and developmentally appropriate activities and toys.
- Following manufacturer’s recommendations and instructions.
- The need for differing levels of supervision at mealtimes, during outdoor play and at home time.
- Security of the setting, outside fencing, door security, use of CCTV or cameras to monitor.

**B4 Incidents in early years settings**

The actions that may be required if a child is involved in an incident in early years settings.

- Knowing when to seek out nominated first aider.
- Basic first aid and treatment of minor injuries:
  - choking, recognition and response
  - drowning, resuscitation
  - anaphylactic shock
  - burns, sunburn, sunstroke
  - head injuries
  - breathing difficulties and unconsciousness
  - cuts, grazes and bleeding
  - fractures.
- First-aid box: location and contents
- How and when to call emergency services.
- Responding to emergency situations, incidents and accidents:
  - evacuation procedures – in event of fire, gas leak or other emergency situation
  - missing children – procedures to be followed and actions to take.
- Recording and reporting of accidents, incidents and non-medical emergencies in the setting.

**C Child health****C1 Childhood illnesses, infections and conditions**

- Causes, effects and recognition of common childhood illnesses:
  - cause of infections – bacteria, viruses, fungal, air-borne, food contamination, parasites
  - infectious illnesses – chicken pox, meningitis, measles, impetigo, conjunctivitis, norovirus, gastroenteritis – signs and symptoms, treatment and incubation periods, mode of infection, preventative measures
  - common childhood infestations – head lice, scabies – methods of transmission, treatments and precautions
  - signs and symptoms of the unwell child – distress, wheeziness, lack of appetite, change in behaviour, rash, scratching, swelling, change in temperature, vomiting, drowsiness, change in skin colour
  - immunisation and vaccinations and the diseases they protect against.
- Health conditions common to children:
  - eczema – types, signs and symptoms, triggers (allergens and irritants), support in the setting
  - asthma – types, signs and symptoms, allergens and irritants, support in the setting
  - food allergies – main symptoms, support required in setting
  - Type 1 diabetes – main symptoms, support required in setting
  - epilepsy – main symptoms, support required in setting.

**C2 Treatment and support for the ill child**

The role of the Early Years Practitioner in treating, medicating and providing support for an unwell child.

- Use of treatments and medication brought into the setting:
  - treatments and medications – policy and procedures for administration of medication
  - DfE statement: Clarification on medicines in early years settings
  - asthma – managing asthma attacks by supporting use of inhalers and spacers, actions to support a child during an asthma attack
  - eczema – application of creams, use of personal protective equipment (PPE) by adults.

- Management of children with high temperatures:
  - taking a child’s temperature, use of thermometers
  - types of thermometers
  - normal temperature range of a child
  - measures to reduce temperature
  - febrile convulsions.
- Providing support for the unwell child:
  - seeking advice and support, Health Protection Agency (HPA), health visitors, specialist nurses
  - providing reassurance and comfort
  - contacting parents/carers
  - recording condition
  - calling emergency services.

### **C3 Infection control**

The importance of infection control and how it is managed in the early years setting:

- contribution of handwashing technique, waste disposal and dealing with spillages
- cleaning procedures in the setting, checklists, training, responsibilities
- safe storage of cleaning equipment, COSHH requirements
- safe waste disposal, policies and procedures
- use of PPE, types of PPE
- sterilisation of feeding equipment for babies and young children
- personal hygiene, role modelling, hand-washing techniques
- promoting good hygiene with children; helping children to develop good hygiene practices
- Early Years Foundation Stage (EYFS) 2014 England; the statutory safeguarding and welfare guidance in the Early Years Foundation Stage outlines the legal responsibilities for providers in promoting children’s health, safety and wellbeing (ages 0–5 years).

## **D Anti-discriminatory practice in the early years setting**

### **D1 Equality, diversity and inclusion**

Understand the use of terminology and effects of discriminatory practice:

- equality – ensuring that individuals or groups of individuals are treated fairly and have equal opportunities, specific to their needs, to reach their full potential effects of inequality, equality of opportunity
- diversity – to recognise, respect and value differences in individuals, practices to celebrate diversity
- discrimination – direct discrimination, indirect discrimination, effects of discrimination on the child
- stereotype and prejudice, avoiding use of stereotypes in the setting.

### **D2 Developing inclusive practice in early years**

How to develop inclusive practice in an early years setting:

- respecting and celebrating diversity
- encouraging methods of communication suitable to needs, age and ability of child, use of signing/Makaton/braille
- adapting environments for children with additional needs
- use of specialist aids and equipment
- appropriate adapted resources and care facilities
- using positive images, resources and displays

## UNIT 1: POLICY AND PRACTICE FOR WORKING IN EARLY YEARS SETTINGS

- respecting beliefs and faiths, celebrating festivals across faiths
- promoting anti-discriminatory practice through following policies that challenge discrimination
- promoting and supporting children's rights to dignity and respect
- empowering children to develop independence in personal care routines
- children being encouraged to make choices appropriate to their age and stage of development
- applying sector values in relationships with children – apply inclusive and anti-discriminatory practice
- maintaining children's welfare, showing value in what children say and feel through listening and responding appropriately, promoting children's self-esteem
- working with other professionals and services to provide specialist support, e.g. physiotherapists, occupational therapists, speech and language therapists, interpreters, English as Additional Language services, Area SENCOs.

### **D3 Equality legislation and policies**

- How equality law and guidance affects the role of the Early Years Practitioner:
  - Equality Act 2010
  - UN Convention on Rights of the Child 1998
  - welfare requirements of EYFS.
- Policies and procedures in early years settings for equality:
  - anti-discriminatory practice policies
  - inclusion policy and procedure
  - equality policy and procedure
  - diversity policy and procedure.

## **Grade descriptors**

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### **Level 2 Pass**

Learners will demonstrate knowledge of the policies and procedures in the setting and of some of the legislation linked to those policies. They have a sound understanding of safeguarding, health and safety practices, and equality and diversity, and apply this to ways to promote the welfare and inclusion of children in the early years setting. They will be able to link understanding of the principles of policy to practice. They will show an awareness of the role and responsibilities of the Early Years Practitioner.

### **Level 2 Distinction**

Learners will demonstrate thorough knowledge and understanding of the basis of legislation that informs policy in the setting. They will apply that knowledge in understanding the main aspects of safeguarding, health and safety, and inclusive practice in the setting and in promoting the welfare and wellbeing of children.

Learners will be able to interpret information and apply it to a scenario or process in order to draw conclusions or relate to practice. They will show understanding and awareness of the role of the Early Years Practitioner and their rights and responsibilities as an employee. Learners will be able to evaluate information that is presented to them to relate policy to practice requirements.

### Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Analyse	Use ideas or concepts to explore something carefully, breaking it down into factors and giving comments on which are most important or relevant.
Assess	Give careful consideration to all the factors or events that apply and reach a conclusion about which are the most important or relevant.
Calculate	Determine the answer using mathematical methods.
Complete	Finish a task by adding to given information.
Describe	Give an account of something, such as steps in a process or characteristics of something. The response should be developed but does not require justification or reasoning.
Discuss	Consider different aspects of a topic, how they interrelate and the extent to which they are important.
Explain	Provide reasoning to justify or exemplify a point. Answer should respond to the question and provide reasons.
Factorise	Take out the common factor or factorise into two brackets if a quadratic.
Give	State an example or name something.
Identify	Provide or select an answer from a number of alternatives.
Interpret	Define or explain the meaning of something.
Label	Name or link something to its correct name.
Link	Information is matched or a description or explanation is used to give a clearer indication of answer.
List	List a number of features or points without further elaboration.
Match	Link information to the correct answer from a list of options.

## UNIT 1: POLICY AND PRACTICE FOR WORKING IN EARLY YEARS SETTINGS

Command or term	Definition
Measure	To determine the size, amount, voltage, pressure or other parameters, etc.; or to specify with appropriate units in extent, amount etc.
Name	Give the correct term for something.
Plot	Represent data on a graph.
Select	Choose the best or most suitable option.
Simplify	Collect terms together or cancel down.
State	Write clearly, listing facts.

### Links to other units

This unit assess the underpinning knowledge in:

- Unit 3: Developing Professional Practice Skills for Work in Early Years Settings
- Unit 4: Supporting Children’s Physical Care Needs in Early Years Settings
- Unit 5: Supporting Children’s Learning Through Play
- Unit 6: Supporting Children’s Communication, Literacy and Language Development
- Unit 7: Developing Professional Practice in Early Years Settings.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- masterclasses
- support from local childcare staff to contribute to areas of delivery.

## Unit 2: Child Development from Birth Up to Five Years

Level: **2**

Unit type: **Mandatory**

Assessment type: **External**

Guided learning hours: **45**

Credit: **9**

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### Unit in brief

Learners will apply their knowledge of child development to review a child's current development and plan an activity to progress a child in an area of development.

### Unit introduction

You may remember that when you were a child you developed skills and abilities at different rates to your friends, although you still followed the same pattern of development. This is true of all children. In your workplace setting, you may observe a child beginning to walk at 12 months and another at 15 months. This happens because each child is unique and this is what makes the study of child development so interesting.

In this unit, you will look at the usual patterns of development and expected milestones that children reach at each age group, from birth up to five years and have an understanding of how they further develop from age five to seven. You will explore each area of development: physical, cognitive, language, emotional and social. You will learn about the different factors that can positively or negatively affect development and how early years professionals can support children's positive learning and development by identifying atypical development. You will use your knowledge and understanding of children's development to develop plans to support a child's progress in meeting their next stage of individual development.

The Early Years Practitioner role requires a good understanding of the usual patterns of children's development. Studying this unit will enable you to support the early years educator in planning play and learning activities to promote children's progress while working in an early years setting.

### Summary of assessment

This unit is assessed using a task, set and marked by Pearson. The task is worth 50 marks. The final outcome must be completed in a 2.5-hour supervised assessment time. All final outcomes will be submitted in a format specified by Pearson. The assessment is available twice a year, March and June. The first assessment is available in March 2018.

Sample assessment materials will be available to help centres prepare learners for assessment. Please refer to *Section 7 External Assessment* for additional information on type, availability and further guidance on external assessment.

## UNIT 2: CHILD DEVELOPMENT FROM BIRTH UP TO FIVE YEARS

### Assessment outcomes

**AO1** Demonstrate knowledge and understanding of the developmental milestones and the factors affecting them

**AO2** Apply knowledge and understanding of the age-related milestones and factors to support progress across areas of development

**AO3** Analyse and evaluate information about a child in context, demonstrating the ability to interpret the impact of given factors on a child's development

**AO4** Be able to recommend an activity to support a child's development in context with appropriate justification

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment. Current early years standards must be used.

### **A Investigate children's growth and development from birth up to five years**

#### **A1 The basic knowledge of the definitions of growth and development**

Learners should understand that each child is unique and develops at their own rate.

- Definition of growth: an increase in a child's physical size.
- Definition of development:
  - acquisition and refining of skills and abilities
  - head to toe and inner to outer, starts from simple movements to more complex movements
  - children follow the same pattern of development at individual rates
  - importance of early brain development
  - neurological and brain development; basic brain anatomy; role of neurons and synapses in processing information.
- Development is holistic and development in one area can impact on other areas.
- Impact of holistic development on speech and communication.
- Typical speech and language development; how these can affect other areas of development.

#### **A2 Areas of development**

- Physical development:
  - gross motor skills, which involves the large muscles for movement
  - fine motor skills, which involves the small muscles in the hands for manipulating objects and writing.
- Cognitive development, which involves the development of the mind for thinking, memory and reasoning.
- Language development, which involves speech and communication.
- Social development, which involves the development of friendships, relationships and learning social skills.
- Emotional development, which involves the way children learn to express and deal with feelings. The significance of attachment; impact of transitions and other significant events; Attachment theory: Bowlby, Ainsworth.
- The normative milestones of physical, cognitive, language, social and emotional development of children in the following age ranges:
  - birth up to 12 months
  - 12 months up to two years
  - two years up to three years
  - three years up to four years
  - four years up to five years
  - summary of development age five to seven.

## UNIT 2: CHILD DEVELOPMENT FROM BIRTH UP TO FIVE YEARS

**Birth up to 12 months**

- Gross motor development:
  - newborns are born with reflexes – sucking, rooting, startle, grasping, stepping – which help them survive. Movements are uncontrolled and uncoordinated
  - at one month – can turn from their side to their back and lift their head briefly
  - at three months – can lift up head and chest when on their stomachs and bring hands together over body, can sit with their back straight when held, wave bringing hands together over body
  - at six months – can roll over from back to front, lift their head and chest while supporting themselves on their arms
  - at nine months – can sit unsupported, usually mobile by crawling or rolling, may pull up to stand alone, can walk by holding on to furniture
  - at 12 months – can pull up to stand, stand alone, walk while holding on to furniture.
- Fine motor development:
  - no coordinated movement but newborns will grasp things put into their hands as a reflex action
  - at one month – can open their hands to grasp an adult's finger
  - at three months – can watch their hands and hold a rattle for a moment
  - at six months – can reach for a toy and move a toy from one hand to the other
  - at nine months – can use a pincer grasp (index finger and thumb) to grasp objects, can deliberately release objects by dropping them
  - at 12 months – can use pincer grasp to pick up small objects, point using index finger.
- Cognitive development:
  - newborns turn head towards light, gaze at human faces, startled by sudden noises
  - at one month – 'freeze' if they hear a sound played softly
  - at three months – can recognise familiar routines, are alert and follow movement with eyes if objects are close
  - at six months – can explore objects by putting them in their mouth, recognise voices
  - at eight or nine months – can look for dropped objects and objects that they see being hidden
  - at 12 months – enjoy throwing toys to the ground and watching their descent, learn by trying things out and repeating if successful. This approach to learning is called 'trial and error'.
- Language development:
  - newborns respond to high-pitched tones by moving limbs
  - at one month – can turn their head to adult voice, begin to coo at six weeks
  - at three months – smile when they hear a familiar voice cry loudly to express needs
  - at six months – make short babbling sounds, such as 'da' and 'ba', squeal with delight
  - at nine months – understand 'no', vocalise in long strings of babbling
  - at 12 months – know their own name, understand simple instructions.

- Emotional and social development:
  - newborns imitate facial expressions
  - at one month – can focus on human faces with interest
  - at six weeks – can smile
  - at three months – enjoy being held and form indiscriminate attachments, smile at familiar people/strangers
  - at six months – can recognise and respond to emotions in others, start to show wariness of strangers
  - from seven to eight months – can form specific attachments and show wariness of strangers
  - from eight months – develop specific attachments and imitate actions of others, such as clapping
  - from eight months – experience separation anxiety from primary carer(s).

### **12 months up to two years**

- Gross motor development:
  - at 15 months – can crawl upstairs and may walk hesitantly, kneel without support
  - at 18 months – can walk unaided, walk upstairs with help and squat to pick up toys, can run but unable to avoid obstacles.
- Fine motor development:
  - at 15 months – pincer grasp is precise, use palmar grasp to hold crayons
  - at 18 months – can build a tower of three or more bricks, feed themselves with a spoon, scribble using a crayon in palmar grasp.
- Cognitive development:
  - at 15 months – explore objects by sight and sound
  - at 18 months – very curious to explore their environment, remember where things belong.
- Language development:
  - at 15 months – communicate by pointing and vocalising, know up to six words
  - at 18 months – know around 10–40 words, can communicate wishes, understand simple requests.
- Emotional and social development:
  - at 18 months – emotionally dependent on parents and key persons, play alone but enjoy being near adults and siblings, insistent on immediate attention to needs and can copy adult actions, alternate between clinging and resistance.

### **Two years up to three years**

- Gross motor development:
  - at two years – can run, climb onto furniture, use sit-and-ride toys, and push and pull wheeled toys
  - at two and a half years – can kick a large ball, jump with two feet together from a low step.
- Fine motor development:
  - at two years – can draw dots and circles, put on shoes and fasten with Velcro® but not buckles and laces, pick up small objects using pincer grasp, build a tower of six or more bricks, drink from a cup, use a spoon to feed themselves
  - at two and a half years – start to show a hand preference, can pull down items of clothing, start to develop tripod grip.
- Cognitive development:
  - at two years – recognise themselves in mirrors, can remember past experiences
  - at two and a half years – recognise themselves in photographs, can complete simple puzzles with help.

## UNIT 2: CHILD DEVELOPMENT FROM BIRTH UP TO FIVE YEARS

- Language development:
  - at two years – know 50–199 words, able to join words, enjoy looking at books
  - at two and a half years – know around 200 words, start to use simple sentences, ask questions, use personal pronouns, plurals and negatives.
- Emotional and social development:
  - at two years – unable to wait for needs to be met, may be distracted from tantrums, play in parallel with other children but unable to share toys
  - at two and a half years – play alongside other children and engage in onlooker play, very dependent on adults and jealous of other children gaining attention, respond well to adult attention and praise, and have tantrums when frustrated.

**Three years up to four years**

- Gross motor development:
  - at three years – can run forwards and backwards, steer a tricycle, walk upstairs with alternate feet, throw and catch a large ball
  - from three to four years – can hop on one foot, walk along a line, aim and throw a ball and kick it with force, ride a tricycle using pedals.
- Fine motor development:
  - at three years – can use tripod grip, draw a circle, hand preference is established for most tasks
  - from three to four years – can button and unbutton clothes, use scissors to cut out simple shapes, draw a person with head, trunk and legs, eat with a knife and fork, thread beads to make a necklace.
- Cognitive development:
  - at three years – understand the difference between past and present, can complete simple puzzles
  - from three to four years – can recognise and name primary colours, understand what is meant by 'more', can tell whether an object is heavy or light, arrange objects into categories, make a connection between people and events.
- Language development:
  - at three years – speech is clear to anyone unfamiliar with child, enjoy books and turn pages, sing songs and rhymes
  - from three to four years – speech can be easily understood, although some words may be incorrect, use questions, language is fluent by four years, with some speech immaturities.
- Emotional and social development:
  - at three years – find it easier to wait, start to take turns and share, enjoy being with other children and will comfort another child, help adults
  - from three to four years – can cope with separation from primary carer or with someone they know, begin to play cooperatively, show clear friendship preferences, play with others.

### Four years up to five years

- Gross motor development:
  - from four to five years – can run avoiding obstacles, skip with a rope, throw a large ball to partner and catch it, good balance and coordination, go up and down stairs one foot at a time, start to ride a bike.
- Fine motor development:
  - from four to five years – can form letters, write own name, colour in pictures, start to use a knife and fork, thread small beads.
- Cognitive development:
  - from four to five years – can count accurately up to ten, add two sets of objects together, match equal sets, understand the need for rules, name the time of day associated with activities, give reasons to solve problems.
- Language development:
  - from four to five years – can count aloud accurately up to ten, use complex sentences with words such as 'because', talk about what has happened and what might happen, use language to argue and answer back, able to tell stories, enjoy jokes.
- Emotional and social development:
  - from four to five years – can work out what other people may be thinking, which helps them to negotiate with others, able to understand the need for rules, develop close friendships, behaviour mostly cooperative and separate more easily from parents/carers.

### Five years up to seven years

- Greater acceptance of reality.
- Bodily confidence and coordination.
- Conservation of number and quantity.
- Reading skills developed.
- Greater complexity in language.
- Can express feelings of self and others.

### A3 Atypical development

- Definition of atypical development is where a child may be ahead or behind their expected milestones.
- The definition of global developmental delay is not meeting expected milestones across all areas of development.
- Importance of recognising when a child is not meeting their expected milestones in one or more areas of development and the possible impact on a child's development if atypical development is not identified; how to refer concerns about a child's development.
- How practitioners use observation to recognise when a child is not meeting usual milestones.

## UNIT 2: CHILD DEVELOPMENT FROM BIRTH UP TO FIVE YEARS

**B Factors that may impact on children's growth and development**

Learners should understand that although children follow the same sequence of development, there are factors that can affect areas of development. Factors may be individual to the child or relating to their environment or experiences. Factors may have positive or negative effects.

**B1 Individual factors**

- Long-term health conditions.
- Disability, including sensory, physical and learning disability.
- Speech and language abilities.

**B2 Environmental factors**

- Housing conditions.
- Lifestyle, including diet, exercise and sleep.
- Opportunities to attend early years setting.
- Poverty and effects on each area of development.
- Opportunities for outdoor play activities and its effect on physical and emotional development.
- Family structure.
- Looked-after children.

**B3 Life events**

The possible positive and/or negative effects of life events on development:

- starting or moving to a new setting
- new sibling
- moving house
- loss of key attachment
- change to family situation.

## **C Review best practice in supporting children's growth and development**

### **C1 Supporting development of children**

- The role of the key person in early years settings in supporting development.
- The role of the Early Years Practitioner in supporting play activities that develop children to progress to the next milestone for the area of development.
- How observation is used to assess and track a child's stage of development and plan for support.
- An awareness of the role of planning in an early years setting.
- The principles of the Early Years Foundation Stage (EYFS).
- Every child is unique:
  - children learn to be strong and independent through positive relationships
  - children learn and develop well in enabling environments
  - children embrace learning and development in different ways and at different rates.

Early years statutory guidance may be subject to change. Current documentation must be used.

### **C2 Planning activities**

- Planning cycle: plan, do and review, use of SMART (specific, measurable, achievable, realistic, time-bound) targets.
- Using observations to inform choices of activities in relation to level of development.
- Identifying children's interests from children/parents/carers.
- Consulting with other members of staff.
- Selecting resources that are age and stage appropriate.
- Providing a variety of activities; ensuring children are physically active throughout the day.
- Health and safety issues to be considered when planning activities.
- Adapting activities to meet individual needs.

### **C3 Different types of activities**

How to plan play and learning activities to support developmental progress.

- Creative activities.
- Construction activities.
- Imaginative activities.
- Sensory activities.
- Physical activities.

### **C4 Resources that support development**

- Sensory materials.
- Use of natural materials.
- Drawing, painting and writing materials.
- Small-world toys.
- Books and written materials.
- Resources and equipment for outdoor play.
- Resources for role play and imaginative play.
- Specific resources to meet individual needs.

## Grade descriptors

To achieve a grade, learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 2 Pass

Learners will demonstrate basic knowledge of children's developmental milestones across different areas. Learners will be able to interpret information about a given child to identify milestones they have reached and compare them to expected norms. Learners will understand the impact of factors that may affect the child's development. Learners will apply their knowledge to produce an activity plan that promotes a child's development in one area.

### Level 2 Distinction

Learners will demonstrate thorough knowledge of children's developmental milestones across different areas. Learners will be able to interpret information about a given child to identify milestones they have reached and compare them to expected norms. They will demonstrate a comprehensive understanding of the impact of factors that may affect the child's development. Learners will apply their knowledge to produce a detailed activity plan to promote a child's development in one area, providing justifications and recommendations for future application, with reference to wider contexts.

## Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Activity plan	A structured breakdown of an experience to develop a child's skills and abilities.
Areas of development	Physical, cognitive, language, emotional and social.
Factors	An influence on development.
Goals	The developmental milestones that children are working toward.
Resources	Materials, equipment or persons that support play and learning activities.

## UNIT 2: CHILD DEVELOPMENT FROM BIRTH UP TO FIVE YEARS

### Links to other units

This unit has links with:

- Unit 1: Policy and Practice for Working in Early Years Settings
- Unit 2: Child Development from Birth Up to Five Years
- Unit 4: Supporting Children’s Physical Care Needs in Early Years Settings
- Unit 5: Supporting Children’s Learning Through Play
- Unit 6: Supporting Children’s Communication, Literacy and Language Development
- Unit 7: Developing Professional Practice in Early Years Settings.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- masterclasses
- support from local childcare staff to contribute to areas of delivery.

## Unit 3: Developing Professional Practice Skills for Work in Early Years Settings

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

Credit: **9**

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### Unit in brief

Learners will demonstrate professional behaviours, communicate effectively and support practices in an early years setting.

### Unit introduction

Have you heard the phrase 'first impressions count'? In everyday life, when meeting new people, you make judgements on the way they look and behave. People can make a judgement about a person within the first 30 seconds of meeting them! Making a good first impression is just the first step to becoming an effective Early Years Practitioner. Being able to work with other colleagues in an early years setting through understanding and carrying out your roles and responsibilities, and having a positive work ethic, all go towards creating a positive professional image.

In this unit, you will learn to develop the skills and behaviours needed to present yourself professionally in early years settings, building your organisation and communication skills and recognising how they contribute to professionalism in the workplace. You will learn about your roles and responsibilities in supporting colleagues to maintain a positive and productive work environment that ensures children are safe and well cared for.

Being able to communicate and work well with colleagues who are responsible for the children in their care are essential skills for working in early years settings. Developing these skills will help you to progress to the early years sector as an assistant.

### Learning aims

In this unit you will:

- A** Demonstrate the professional behaviours required in an early years setting
- B** Communicate effectively with colleagues and visitors in early years settings
- C** Support daily practice in an early years setting.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Demonstrate the professional behaviours required in an early years setting	<b>A1</b> Developing professional standards of conduct <b>A2</b> Developing positive organisation and timekeeping skills in early years settings	Assessment evidence and practice log from a work placement.
<b>B</b> Communicate effectively with colleagues and visitors in early years settings	<b>B1</b> Communicating with colleagues working in early years settings <b>B2</b> Communicating with visitors in early years settings	
<b>C</b> Support daily practice in an early years setting	<b>C1</b> Supporting colleagues in meeting children’s needs in early years settings <b>C2</b> Contributing to record-keeping in early years settings	
<b>Key teaching areas in this unit include:</b>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>• Supporting effective communication</li> <li>• Supporting the development of children and young people</li> <li>• Contributing to the effectiveness of teams</li> <li>• Supporting the health and safety of yourself and individuals</li> <li>• Supporting the care of babies and children</li> <li>• Developing your own knowledge and practice</li> <li>• Maintaining environments to meet children’s needs</li> <li>• Supporting the safeguarding of children</li> </ul>	<ul style="list-style-type: none"> <li>• Professionalism in early years</li> <li>• Procedures and roles of work in setting</li> <li>• Daily routines in early years settings</li> <li>• Methods of observations and how they support children’s development plans</li> <li>• Types of information handled in early years settings and limitations of own role</li> <li>• Reporting procedures in early years settings</li> <li>• The early years curriculum in action</li> </ul>	<ul style="list-style-type: none"> <li>• Positive behaviours</li> <li>• Problem solving and communication</li> <li>• Managing information</li> <li>• Self-management and development</li> <li>• Working with others</li> <li>• Thinking skills/adaptability</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Demonstrate the professional behaviours required in an early years setting

##### A1 Developing professional standards of conduct

Learners must develop the skills and understanding to enable them to demonstrate a professional standard of conduct in early years settings, to include:

- personal presentation style appropriate for work environment, i.e. clothing, personal hygiene, hair, jewellery, that meets with the requirements of the setting
- adopting a positive approach to work, e.g. professional attitude, enthusiasm, being trustworthy, diplomacy, a caring nature, commitment, flexible/adaptable approach
- the benefits of a professional standard of conduct in meeting the needs of early years settings and in supporting own experience, e.g. good relationships with managers, colleagues and others, opportunities for further professional development and employment, positive environment for children to learn and develop, enjoyable experience of work
- the impact of inappropriate conduct in failing to meet the needs of the setting and the children in that setting, and own professional development, e.g. failing to meet statutory requirements, reputational damage, children having a poor experience, parent complaints, own exclusion from the setting.

##### A2 Developing positive organisation and timekeeping skills in early years settings

Learners must develop the skills and understanding to enable them to demonstrate the required organisation and timekeeping skills and standards, to include:

- strategies to plan time and manage workload effectively, e.g. creating own personal weekly schedule and SMART (specific, measurable, appropriate, realistic, time-bound) targets for placement, setting alarms, using a diary, planning for unexpected delays
- familiarising self with school/college timetables, required work hours in placement
- adhering to requirements for expected conduct in placement and school/college, with regards to placement attendance and procedures, e.g. signing in and out, registration, expectations, seeking permissions for using evidence from placement, environment and emergency procedures
- being able to access the support that is available in centres and placement, e.g. where there are difficulties in placement/centre with being able to carry out tasks effectively
- adhering to the rules of placement and centres regarding personal items, e.g. mobile phones, storage of other personal items, smoking, hot drinks, dietary requirements
- demonstrating additional personal organisation and timekeeping skills, including:
  - being on time to placement and activities in placement, notifying placement, school or college as instructed
  - attending required training on placement, e.g. induction
  - familiarising self with setting hours, routines, plans and layout, e.g. fire exits
  - meeting targets and deadlines
  - demonstrating conscientious and organised care of children, as instructed
  - presenting a flexible approach that is open to change and creativity
  - being able to use own initiative within limitations of own role
  - supporting colleagues and helping to promote positive teamwork

## UNIT 3: DEVELOPING PROFESSIONAL PRACTICE SKILLS FOR WORK IN EARLY YEARS SETTINGS

- recognising the impact of poor attendance, timekeeping and organisation, e.g. delays in the care children are entitled to receive, setting not meeting statutory requirements, safeguarding implications, risks to children's health, safety and wellbeing.

### **Learning aim B: Communicate effectively with colleagues and visitors in early years settings**

#### **B1 Communicating with colleagues working in early years settings**

Learners must develop the skills and understanding to enable them to communicate appropriately and effectively with colleagues when working in early years settings, to include:

- identifying the range of colleagues that work in early years settings, e.g. Early Years Practitioners, early years educators, advanced practitioners, managers/supervisors, other learners on placement, support staff
- communicating effectively when meeting with supervisor/mentor, e.g. preparing notes or questions beforehand to focus the discussion
- communicating effectively with colleagues, e.g. responding positively to supervisor instructions or requests, clarifying understanding where necessary, communicating courteously
- demonstrating and adapting communication skills appropriately to the needs of the situation and to promote good teamwork, e.g. positive verbal, non-verbal and written communication, good listening skills, formal or informal language, tone of voice and pace of speech
- respecting confidentiality in order to conduct work role effectively
- communicating a child's needs to colleagues clearly and accurately
- demonstrating a good standard of spoken and written English
- recognising the importance of possessing good IT skills in literacy and numeracy in order to record and display information professionally
- reading and correctly interpreting written instructions
- communicating in a positive way that demonstrates support of diversity and inclusion, e.g. being supportive and empathetic, adopting a non-judgemental approach
- recognising the consequences of inappropriate communication on self, setting and children, e.g. loss of respect, trust, consequences of being in breach of statutory requirements, exclusion from the setting.

#### **B2 Communicating with visitors in early years settings**

Learners must develop the interpersonal skills and understanding to enable them to communicate effectively with visitors when working in an early years setting, to include:

- recognising the roles of parents/carers in a child's health, well-being and learning and development
- recognising and interacting with different caregivers that visit early years settings, e.g. parents/carers, grandparents, aunts and uncles, childminders and other carers
- recognising and interacting with different types of professional visitors, e.g. visitors from local authority services, Ofsted representatives
- recognising and interacting with different types of visitors offering services, e.g. baby gym, language classes

## UNIT 3: DEVELOPING PROFESSIONAL PRACTICE SKILLS FOR WORK IN EARLY YEARS SETTINGS

- encouraging professional partnerships and communicating appropriately with visitors:
  - meet and greet parents/carers and visitors, adapting communication style to meet individual needs
  - respecting equality, diversity, culture and inclusion
  - requesting the identity of all parents/carers and visitors
  - engaging in appropriate conversation with parents and visitors, adopting a professional but friendly communication style
  - professional conduct in interactions with parents/carers, e.g. during a parents' consultation evening
  - demonstrating good listening skills
  - recording and reporting information or any concerns immediately to room supervisor
- answering telephones using a professional manner, as directed by other colleagues
- answering the door and/or respond to buzzer, as appropriate
- responding to parental requests through repeating and passing information to responsible colleagues
- ensuring children are collected by 'known'/'named' persons
- recognising own limitations regarding acting on requests from parents and visitors
- recognising the consequences of inappropriate communication on self, setting and children, e.g. reputational damage, serious allegations, Ofsted inspection implications.

### Learning aim C: Support daily practice in an early years setting

#### **C1 Supporting colleagues in meeting children's needs in early years settings**

Learners must develop the skills and understanding to provide a high standard of support to colleagues in meeting children's needs, including working effectively with children with Special Educational Needs and Disabilities, in early years settings, including:

- identifying daily routines that take place in an early years setting, e.g. welcoming and signing in children and parents/carers or other visitors, setting up activities and mealtimes, observing and supporting children during play activities, preparing resources and environments for activities in the setting, maintaining a clean and welcoming environment, taking part in team meetings or training
- working as part of a team in daily routines:
  - using own initiative to identify when support is needed and responding positively when approached
  - recognising the requirements of own role in the setting and acting proactively, e.g. ensuring permission is gained for undertaking any activities
  - helping to prepare and maintain clean and safe indoor and outdoor environments, including an awareness of appropriate heating and ventilation, reporting any concerns to room supervisor
  - meeting children's hygiene needs under supervision of colleagues, where appropriate
  - preparation of food to meet individual dietary needs of children, that supports a balanced diet in line with current dietary guidance
  - communicating effectively with practitioners when providing support or during meetings with colleagues
  - supporting colleagues by proactively contributing ideas in developing plans for group and individual activities
  - contributing proactively to the setting up of continuous provision that is age/stage appropriate, e.g. arts and crafts, sensory and imaginative activities, play equipment
  - supporting colleagues in engaging children actively in play opportunities
  - contributing to classroom displays and noticeboards
  - supporting colleagues in working in partnership with parents/carers
  - supporting colleagues to share information with parents/carers about the importance of healthy balanced diets and being physically active

## UNIT 3: DEVELOPING PROFESSIONAL PRACTICE SKILLS FOR WORK IN EARLY YEARS SETTINGS

- supporting colleagues in working in partnership with parents/carers to explain the importance of the home learning environment and the parental/carer role in early learning
- supporting colleagues in helping parents/carers and children through key transitions
- supporting colleagues on outings; understanding risks and hazards on outings.

**C2 Contributing to record-keeping in early years settings**

Learners must develop the skills and understanding to provide a high standard of support for colleagues by contributing to record-keeping procedures in early years settings, including:

- accurately recording different types of information in a timely way, e.g. children's daily logs, records of visitors to the setting, own activities, own placement, information regarding children's nutrition, accident or incident logs; where and how to file documentation
- finding policy and procedure documentation and seeking clarification from mentor/supervisor to identify own roles and responsibilities on information handling
- familiarising self with timetables and rotas and other daily routines of the setting, e.g. short-, medium-, long-term planning
- recognising limitations of own role in reporting concerns to colleagues, e.g. how to record and report concerns regarding children's behaviour, health, wellbeing and safety
- contributing to observations of children and knowing how these are recorded in children's profiles
- recording and passing on different types of messages to relevant colleagues promptly, e.g. messages from parents/carers and visitors in the setting, telephone calls, emails
- implementing the setting's policies and practices regarding how and where to file paperwork
- recognising the impact of poor record-keeping or information handling on children and families, the setting, children and self, e.g. children's health, safety and wellbeing is put at risk, parent dissatisfaction, Ofsted inspection implications, reputational and professional consequences for self and others.

**Transferable skills****Positive behaviours**

- Demonstrating professionalism in early years working environments.

**Problem solving and communication**

- When supporting the care of children, talking to colleagues about how best to deal with unfamiliar situations.

**Managing information**

- Using different types of information when supporting safe working.

**Self-management and development**

- Demonstrating the ability to manage own time and development of own initiative.

**Working with others**

- Supporting colleagues in the safeguarding of children.

**Thinking skills/adaptability**

- Adapting own behaviour when working in daily early years routines.

Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Demonstrate the professional behaviours required in an early years setting</b>		
<b>A.P1</b> Demonstrate professional conduct, organisation and timekeeping skills that meet needs in an early years setting.	<b>A.M1</b> Demonstrate a consistently good standard of professional conduct, organisation and timekeeping skills that meet needs in an early years setting.	<b>A.D1</b> Demonstrate a consistently high standard of professional conduct, organisation and timekeeping skills that meet a range of needs in an early years setting.
<b>Learning aim B: Communicate effectively with colleagues and visitors in early years settings</b>		
<b>B.P2</b> Apply appropriate communication skills when working with practitioners in an early years setting.	<b>B.M2</b> Apply a range of appropriate communication and interpersonal skills when working with practitioners and different types of visitors accessing an early years setting.	<b>B.D2</b> Apply a range of effective communication and interpersonal skills consistently in different contexts when working with practitioners and different types of visitors accessing an early years setting.
<b>B.P3</b> Apply appropriate interpersonal skills when interacting with visitors accessing an early years setting.		
<b>Learning aim C: Support daily practice in an early years setting</b>		
<b>C.P4</b> Provide a standard of support to a practitioner performing daily routines in an early years setting.	<b>C.M3</b> Provide a consistently good standard of support to practitioners during daily routines in an early years setting.	<b>C.D3</b> Provide a consistently high standard of support to practitioners during daily routines in an early years setting.

## Essential information for assessment decisions

### Learning aim A

**For distinction standard**, learners will:

- provide evidence that they consistently demonstrated a high standard of the professional behaviours required for working in an early years setting. (A high standard means learners have consistently demonstrated all the professional behaviours in learning aim A, including a high standard of conduct, i.e. exemplary presentation and a positive approach to their work in the setting, good organisation and timekeeping skills throughout their period of placement)
- successfully complete the entirety of their placement in an early years setting
- provide evidence that they conducted themselves well and presented themselves appropriately, giving a range of examples of their positive approach throughout the entire period of their placement. These will be supported by observation records, witness statements and an assessor record. No concerns regarding conduct will have been highlighted by the placement setting
- have an exemplary attendance and timekeeping record on placement, i.e. no concerns regarding attendance or timekeeping will have been highlighted by the placement setting
- provide a range of evidence that demonstrates their organisation and timekeeping skills, and shows where they developed them, e.g. annotated timesheets, witness statements, reflective accounts, SMART targets. This could include examples of their attendance and contribution to team meetings, training, parent or community events, preparation notes for children's activities in the setting
- provide a reflective account of how their professional behaviours benefited them and the setting in meeting the needs of others, to include children, colleagues and visitors.

**For merit standard**, learners will:

- provide evidence that they consistently demonstrated good professional behaviours during their placement, including appropriate presentation, a positive approach to their work and good organisation and timekeeping skills
- successfully complete their assigned work placement in an early years setting
- provide evidence that they consistently demonstrated most of the professional behaviours in learning aim A, including appropriate presentation with few errors, a generally positive approach to their work (at least four examples), good organisation and timekeeping skills, with few errors
- have a good attendance and timekeeping record, i.e. no more than one concern regarding each, identified by the placement setting
- provide at least two types of evidence that illustrate how they positively developed their organisation and timekeeping skills in placement, e.g. annotated timesheets, witness statements, reflective accounts, SMART targets, with at least two examples that illustrate development
- provide a brief reflective account of how their professional behaviours met the needs of others in the setting, to include children and colleagues.

**For pass standard**, learners will:

- successfully complete their assigned work placement in an early years setting, providing at least one piece of evidence of how they have taken responsibility for themselves, and demonstrating appropriate presentation with few errors, a generally positive approach to their work and good organisation or timekeeping skills with few errors
- have a good attendance and timekeeping record, with few concerns identified by the placement setting, or with improvement shown

## UNIT 3: DEVELOPING PROFESSIONAL PRACTICE SKILLS FOR WORK IN EARLY YEARS SETTINGS

- provide at least one type of evidence, e.g. annotated timesheets or witness statements to show they are working towards improving their organisation and timekeeping skills in placement
- provide an account of how their professional behaviours met the needs of children, colleagues or visitors.

### **Learning aims B and C**

**For distinction standard**, learners will

- provide a detailed assessment that reflects on their own communication and interpersonal skills, detailing how they communicated professionally and positively with colleagues and visitors in an early years setting in a range of different situations throughout their work placement (at least three different situations with colleagues and two with visitors to the setting). They show how they responded proactively and appropriately to requests, through witness statements and/or observation records. To show the effectiveness of communication skills they explain in detail, through reflective accounts, how and why they adapted communication skills, and the impact this had on others
- show how they used their initiative in providing a confident and consistently high standard of support to practitioners performing a range of daily routines, using examples from throughout the period of their work placement. (A high standard of support in this context refers to meeting at least eight aspects of supporting colleagues and working as part of a team in daily routines, including using own initiative and acting proactively)
- provide evidence of the types of information they handled during these daily routines and how they accurately recorded and reported information in a timely fashion, and as reasonably requested, taking into account the setting's policy and practice requirements
- support their assessment with witness statements, artefact evidence and observation records. Where learners are permitted, and offered opportunities, they provide evidence of their contribution to the planning of activities and observations taking place in the setting
- produce a reflective account of the impact of their contribution to day-to-day workplace practice, including a recognition of their specific roles and responsibilities in the setting and how they supported good early years provision.

**For merit standard**, learners will:

- show that they communicated professionally and positively with colleagues and visitors in an early years setting and how they adapted their communication in at least three different situations
- provide examples of the selection and application of different and relevant communication skills in these situations, evidenced through witness statements and a brief reflective account
- provide consistently good support to practitioners in performing daily routines and duties in an early years setting within the remit of their role, evidenced with the use of specific examples. (Good in this context refers to meeting at least five aspects of supporting colleagues and working as part of a team in daily routines)
- provide clear and relevant evidence of at least four different types of information they have recorded and reported to colleagues during these routines throughout their work placement. These must be supported by witness statements, artefact evidence and/or observation records.

## UNIT 3: DEVELOPING PROFESSIONAL PRACTICE SKILLS FOR WORK IN EARLY YEARS SETTINGS

**For pass standard**, learners will:

- provide examples of their communication with colleagues and visitors in an early years setting, showing the different forms used, and supported by observation records and/or witness statements
- show, through witness statements, that they appropriately adapted their communication with colleagues and visitors in early years settings in at least two different situations
- provide good support to colleagues performing at least two different daily routines in early years settings. (Good in this context refers to meeting at least five aspects of supporting colleagues and working as part of a team in daily routines)
- provide evidence of at least two different types of information they have handled during these routines, and how they have recorded and reported this information. These must be supported by witness statements, artefact evidence and/or observation records.

**When providing artefact evidence, such as children's records, learners must ensure that the setting's confidentiality requirements are respected. Children's names and personal details should be removed, or permission gained to include them.**

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. Tutors will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

*Units 3, 4, 5 and 6* all draw on learners' work placements. We provide a Placement Experience Assessment Portfolio of Evidence with suggested activities included. Learners should be set a realistic time to demonstrate summative achievement. The suggested activity below shows how experience from the work placement can be used to achieve this unit. The activity should be in the workplace and draw on learning from the unit, including the transferable skills.

The following suggested assessment activity could be used to produce the required evidence for this unit but centres are free to use comparable activities or other forms of evidence, provided that they meet the assessment requirements of the unit.

### Suggested assessment activity guidance

The purpose of the unit is for learners to develop their professional practice skills in a real work environment. This requires them to generate evidence of development over the course of their work placement.

### Activity

Through workplace activities, learners could keep a log that shows how they demonstrated professional conduct, for example appropriate personal presentation, organisation and timekeeping, and how they used appropriate communication and interpersonal skills to support colleagues for organised activities for the children and preparation of the classrooms.

For the knowledge only pathway, the Assessment Portfolio of Evidence has been adapted with suggested alternative activities to demonstrate skills and knowledge.

### Sources for types of evidence for the portfolio

- Records of timekeeping and organisational skills, including signed timesheets and work schedules.
- Records of activities completed to support other colleagues (diary accounts or work schedules).
- Witness statements from qualified practitioners of own practice when supporting daily routines.
- Reflective accounts of own professional behaviours and organisational skills, routines and responsibilities.
- Witness statements, training certificates, reflective accounts of IT and administration skills.
- General housekeeping logs.
- Observation records, signed by manager/supervisor, of learners' communication with adults working in the setting and visitors.
- School/college assessor records.

**Assessment should take place during the work placement period(s) at a time that allows for retaking assessment.**

## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### Introduction to unit

Working in childcare is not just about caring for children, it is more about meeting their each and every need.

During their placement, learners conduct observations of practice, identifying what different colleagues and children are doing. They should bring notes for classroom activities.

Tutors lead a discussion based on a video shown to learners of people working in nurseries. (Alternatively learners bring in observation records from their own settings.) In small groups, learners write down the things they see practitioners doing and think about other activities that they may do, e.g. behind the scenes, making observations, planning, preparing environments to ensure that everyone can participate, making sure the environment is clean and safe. Learners feed back to the whole group to emphasise the many roles and responsibilities of those working in early years settings.

In small groups, learners compare their notes and form a list of the key areas of responsibilities they have noted. They try to identify those job roles that are carried out by qualified and non-qualified staff and consider the skills and knowledge they already possess that may be transferable to working in early years settings.

Tutors lead the feedback session, identifying common ideas and emphasising other areas of work that learners may undertake.

**Suggested time:** about 2 hours.

#### Activity: 'Knowing me, knowing you'

Learners will illustrate how judgements are made based on appearance.

Tutors lead a discussion based on film footage shown to learners of 'Points of View' An example of this is [www.youtube.com/watch?v=M3bfO1rE7Yg](http://www.youtube.com/watch?v=M3bfO1rE7Yg). They stop the video just as a man shown running in the video reaches the man with the hat. In groups, learners discuss what they think is happening in this situation before the rest of the video is played. Groups feed back to the class on how they may have perceived the 'skinhead' as aggressive, with violent intent and reflect and think of instances where they may have perceived someone in the wrong way.

Learners will illustrate the importance of positive presentational skills in promoting the setting.

Learners are shown video clips of people in different situations or are taken around the campus/to an outside location, e.g. a shopping mall. In pairs, learners are asked to observe the people who work in these settings and to make judgements on the way they dress and the way they behave and conduct themselves. They explain how they came to these judgements.

In small groups, learners work with images of a range of people, e.g. people with piercings, tattoos, untidy/smart hair or dress. They make notes on the areas of personal presentation that can give a negative impression and those which can give a positive impression. They analyse the reasons why some people would make positive or negative judgements, e.g. a person may feel threatened by tattoos and then perceive the tattooed person as aggressive. Information is fed back to the whole group so that learners can identify features and can see the importance of presenting a positive image.

Tutors recap and record all key areas highlighted on personal presentation for working in early years settings, generally illustrating that the ways in which people are dressed and present themselves can impact on the way that they are perceived by people, both in and outside of the

setting. Tutors illustrate how presenting a good impression can influence the way others view the professionalism of the setting.

Learners are asked to write a reflective account of what they have learned from the session and from their own image, and how they may need to adapt themselves for working in the placement and presenting themselves for class. They explain why they would need to present themselves in this way.

Learners obtain witness statements from their supervisor/mentor to show how they have developed their presentation skills to meet the needs of the setting requirements. They bring notes and witness statements for the next session and work in groups or pairs to get feedback and to develop their ideas for the practice log.

Learners are given a template and asked to keep a diary for one week of their activities, e.g. timekeeping and organising themselves for their placement and the centre, as well as leisure activities.

**Suggested time:** about 8 hours.

### **Activity: 'Watching the clock and other things'**

Learners will show the importance of possessing good organisational skills and how they link to working in early years settings.

Tutors lead a discussion following the showing of a video clip focused on poor time management, e.g. [www.youtube.com/watch?v=yQ0t52Tj3HI](http://www.youtube.com/watch?v=yQ0t52Tj3HI). They play as much video footage as needed to get learners' interest before taking points on the importance of good timekeeping skills and how this impacts on the perception others might have of them when working in early years settings.

In pairs, learners make notes on how they could apply what they have learned from this video to working in an early years setting or coming to the centre. They consider the impact of poor time management and feed back in whole-group discussion.

In pairs, learners think about their attendance at school/college/work. Do they think they keep good time? How do they ensure they are always punctual? Learners compare their records with their partner and identify areas of poor and good management. They make suggestions on how they could improve these skills and feed back in whole-class discussion.

Tutors introduce learners to the importance of possessing good organisational skills, asking them to identify what they understand by the term and coming to a collective definition.

In pairs, learners evaluate their own organisational skills. Is their bedroom tidy at home? Do they have specific places for things? Do they remember where everything goes? They consider how they organise themselves for coming to the centre or to their placement. They write down at least two areas for their own development and discuss their action points with their partner.

Tutors lead discussion, taking feedback from learners about the skills they already possess that are transferable and those they need to develop. In feedback, tutors help to provide ideas on how learners can plan to develop identified skills.

In small groups, learners are set a topic to organise a children's activity in an early years setting, e.g. 'What I saw on the trip to the park'. Learners are given arts and crafts and junk modelling materials and are asked to respond to, e.g. 'How could we show people about our trip to the park?' and 'What resources might we need?' Learners are encouraged to develop skills that will make them receptive to a child who wants to use the resources in their own way and not in the intended theme. In small groups, learners display their work (on a board that could be viewed by colleagues in the setting) and consider the labels they would put on the display and how it would convey information to parents/carers about the children's work.

Tutors lead a feedback session on successful displays, e.g. the importance of ensuring that displays of children's work are clear, how they need to ensure that spelling is correct, how to support practitioners in displaying information. Learners also consider how to present their work in centres, and the importance of reading instructions carefully and seeking clarification.

At their placements, learners make observations and notes on their daily practice to identify the areas where they have shown good organisational skills, e.g. timekeeping, record-keeping, IT, literacy and numeracy skills, contributing to display boards. They bring observations and notes in for feedback at the next session and to develop their practice log.

At their placements, learners obtain witness statements from the supervisor/mentor as evidence of their organisational skills for their practice log, e.g. records of timekeeping, observation records signed by supervisor/mentor.

**Suggested time:** about 10 hours.

**Activity: Communicating to your audience**

Learners will demonstrate how to work as part of a team and how to communicate effectively with team members.

Learners bring in a shoe with laces or, alternatively, the centre has enough 'play shoes' for a small group activity. In small groups, learners write simple instructions on how to tie a shoelace. They give their completed instructions to another group and one member in each group attempts to follow the instructions, with support from the rest of the group. Learners record how difficult or easy the instructions were to follow. Tutors lead feedback on the importance of providing clear and concise information to ensure accurate information is relayed. This activity also demonstrates how to develop good teamwork skills.

Learners will show understanding of how to communicate effectively and at the right level with others in early years settings.

Learners watch a video of people communicating using different tones and in different contexts. Tutors lead discussion on when it is appropriate to use different forms of communication and the ways in which they are effective. The discussion includes how learners would feel if someone were shouting at them all the time.

Learners are split into two groups to play Chinese whispers (to illustrate the importance of recording information accurately). Each group feeds back to the whole class as to how the message changed. The class discusses other ways to convey messages more accurately.

Learners will show understanding of the value of non-verbal communication.

As a class, learners form a line and place themselves in age order. They are not allowed to speak to each other but may use gestures and signs. Tutors take feedback to illustrate the value of non-verbal gestures in communication, highlighting how they can be taken in a number of ways, e.g. culturally specific gestures that are not universally used. One example of this is 'thumbs up': in western cultures this is positive whereas in Islam and Asian countries it is considered rude and, in Australia, if moved up and down, is an insult.

Learners will illustrate the importance of good listening skills.

Learners are split into two groups. One half of the group thinks about an event or situation that they have found exciting to relate to their partner. The remaining learners move outside the classroom and are told that they should actively listen to what their partner is talking about, e.g. noises of approval, nods, leaning towards speaker, and so on. Learners are told to wait for a sign, e.g. tutors writing something on the whiteboard and, at that point, they will disengage and show disinterest by distracting attention to other things, turning to talk to a partner, looking away, leaning or turning to one side.

Tutors will lead a discussion on how the speakers felt in each situation and illustrate the importance of actively listening, not only to show courtesy and respect but also to ensure that they gain accurate information.

Learners observe the different forms of communication between colleagues and children, and between colleagues in their placement settings. They record the ways that communication styles and behaviours change. Learners ask their supervisor/mentor in the setting to make observations on their own communication styles and behaviours and provide witness statements to include in their practice logs.

**Suggested time:** about 12 hours.

**Activity: Supporting colleagues in early years settings**

Learners will illustrate the importance of teamwork to complete a task. They will also demonstrate the types of activity that can be developed for children in early years settings.

In small groups, learners build a bridge on legs that will support a tennis ball or similar round object for at least 30 seconds, using only craft resources (paper, scissors, sticky tape, pipe cleaners, glue). There is a time limit given. Tutors take feedback from learners about how, as a team, they managed the activity and the ways in which they can use these skills to support practitioners in early years settings.

A qualified practitioner/manager from a local setting is invited to talk to learners about the qualities and skills they look for in practitioners joining their nursery. They include the types of activities they would undertake and how they would support other team members. Learners are encouraged to ask questions and make notes.

Learners will be encouraged to think about teamwork.

Learners think about the differences between a group and a team in a tutor-led discussion (examples can be given, e.g. a football team has to have rules, they have places where they stand and responsibilities in order to score a goal). Tutors record responses under the two headings and learners discuss what they think makes an effective team: the qualities and skills needed, the advantages of working as part of a team. In groups, learners discuss the differences between team members: their qualifications, their experience, strengths and weaknesses, before reflecting on the 'building bridges' activity and identifying the roles the team members took, e.g. leaders, doers, creative thinkers.

Learners observe practice in their own setting, make notes on their own day-to-day practice, the types of activities they engage in and the limitations of their role. They reflect on the 'building bridges' exercise and identify the importance of having a leader or qualified person in making key decisions and the ways that they support practitioners in the setting.

In small groups, learners use their notes to develop the key activities and understand the responsibilities they would undertake in supporting early years practitioners. They highlight the most common activities and responsibilities.

Tutors lead discussion based on the feedback from small groups and their records of key activities and responsibilities, illustrating any areas learners have missed and emphasising the importance of their role in supporting team members and the impact on practice/provision (both negative and positive).

In their work setting, learners identify instances of working with others in a team to complete a task. They record the task goal and the involvement they had to form part of their practice log.

Learners compile records, reflective accounts and witness statements, showing how they have supported other colleagues in routines and activities in daily practice. Feedback from the work placement is given for inclusion in the practice logs.

**Suggested time:** about 10 hours.

## UNIT 3: DEVELOPING PROFESSIONAL PRACTICE SKILLS FOR WORK IN EARLY YEARS SETTINGS

### Links to other units

This unit draws on the knowledge and skills taught in:

This unit has strong links to:

- Unit 1: Policy and Practice for Working in Early Years Settings
- Unit 2: Child Development from Birth Up to Five Years
- Unit 4: Supporting Children’s Physical Care Needs in Early Years Settings
- Unit 5: Supporting Children’s Learning Through Play
- Unit 6: Supporting Children’s Communication, Literacy and Language Development
- Unit 7: Developing Professional Practice in Early Years Settings.

### Employer involvement

Please refer to *Work-placement requirements* in *Section 2*.

## Unit 4: Supporting Children's Physical Care Needs in Early Years Settings

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **45**

Credit: **7**

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### Unit in brief

Learners apply their knowledge of physical care routines to provide a safe environment for children and support children's physical care routines and mealtimes in early years settings.

### Unit introduction

Meeting a child's basic needs for care is an important part of the work of the Early Years Practitioner. Each day you will be involved in providing comfort to children or helping to see to their physical needs, for example helping them with getting dressed or changed, helping to prepare snacks and, at mealtimes, washing hands and preparing children for rest periods. Throughout all of this, you will need to be aware of the needs of the children you support.

In this unit, you will learn about the different routines that are important for children at different ages. You will learn about specific childcare tasks, including your role in carrying these out and keeping the work environment clean and hygienic. You will be a part of a team that works to provide a high-quality environment to meet the needs of the individual child. You will understand how Early Years Practitioners can play a vital role in this.

Basic care routines are the main responsibility of all early years workers and they play an important part in promoting children's health, wellbeing and development. By completing this unit, you will be able to demonstrate the skills needed to assist in meeting young children's physical care needs as an Early Years Practitioner in an early years setting.

### Learning aims

In this unit you will:

- A** Contribute to physical care routines that promote the quality of care for children
- B** Maintain safe environments for carrying out physical care routines in early years settings
- C** Support and encourage children at meal and snack times in early years settings.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Contribute to physical care routines that promote the quality of care for children	<b>A1</b> Care routines – changing, cleaning and dressing, preparing for sleep <b>A2</b> Procedures and guidance in early years settings <b>A3</b> Promoting dignity and respect and encouraging independence	<ul style="list-style-type: none"> <li>• A daily routine log.</li> <li>• Witness statements/observation records from work placements.</li> <li>• Setting's meal and/or snack plan (annotated) and food and drink diary for the day from work placements.</li> <li>• Reflective summary from work placements.</li> </ul>
<b>B</b> Maintain safe environments for carrying out physical care routines in early years settings	<b>B1</b> Contributing to general safety checks in the early years setting <b>B2</b> Maintaining cleanliness and hygiene in the setting <b>B3</b> Participating in setting up and tidying away activities throughout the day	
<b>C</b> Support and encourage children at meal and snack times in the early years settings	<b>C1</b> Preparing snacks for children <b>C2</b> Helping to feed children <b>C3</b> Promoting choice and independence	
<b>Key teaching areas in this unit include:</b>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>• Support the health and safety of yourself and individuals</li> <li>• Support the care of babies and children</li> <li>• Developing your own knowledge and practice</li> <li>• Maintaining environments to meet children's needs</li> </ul>	<ul style="list-style-type: none"> <li>• Daily care routines</li> <li>• Health, safety and hygiene</li> <li>• Policies and procedures</li> <li>• Use of personal protective equipment (PPE)</li> <li>• Risk assessments</li> <li>• Nutrition for children</li> <li>• Dietary considerations for different religions and cultures</li> <li>• Food allergies</li> </ul>	<ul style="list-style-type: none"> <li>• Positive behaviours</li> <li>• Problem solving and communication</li> <li>• Managing information</li> <li>• Self-management and development</li> <li>• Working with others</li> <li>• Thinking skills/adaptability</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Contribute to physical care routines that promote the quality of care for children

Practitioners will be involved in many different aspects of care on a daily basis and will need to be confident in recognising the needs of the child and understanding the procedures in place to carry out a personal level of care. In order to develop these skills, the Early Years Practitioner must be involved in practising the required activities.

##### **A1 Care routines – changing, cleaning and dressing, preparing for sleep**

Learners must develop the skills and understanding to recognise ways in which they can support a range of physical care routines in different environments in early years settings, including:

- observing nappy changing under supervision
- helping with hand washing after using the toilet and before mealtimes
- helping with children's personal routines, including teeth brushing, care of skin, care of hair
- helping with simple physical care routines that support activities in the setting, including settling children in, changing in and out of clothes, preparing children for indoor and outdoor play, dressing in weather-appropriate clothing, applying sun cream, changing footwear, preparing for sleep and rest sessions, preparing for collection at end of day
- providing good-quality support in terms of the practical role of the Early Years Practitioner, including showing 'how to do', giving time, allowing trial and error, e.g. shoes on wrong feet, giving positive feedback and praise, communicating effectively with the child at their level.

##### **A2 Procedures and guidance in early years setting**

Learners must develop the skills and understanding to follow procedures and guidance for carrying out physical care routines in early years settings, including:

- ensuring physical care procedures are followed, as guided by the setting
- an awareness of staff-child ratios in relation to their role in supporting care provision
- identifying and following health and safety guidance
- using PPE, as appropriate, e.g. when changing nappies and when ensuring the safe disposal of dirty nappies
- ensuring safeguarding of children is paramount when providing physical care
- keeping appropriate records of physical care routines.

##### **A3 Promoting dignity and respect and encouraging independence**

Learners must develop the skills and understanding to promote dignity and respect and encourage independence during physical care routines, including:

- ensuring suitable levels of privacy during changing and toileting, including the difference between providing privacy and allowing the child to hide something that embarrasses or scares them
- recognising links to the whistleblowing policy in relation to physical care routines, e.g. what to do if another member of staff takes themselves into a 'private space' with a child
- promoting and encouraging children's development of skills in dressing and undressing
- developing an awareness of changing requirements linked to age and ability

## UNIT 4: SUPPORTING CHILDREN'S PHYSICAL CARE NEEDS IN EARLY YEARS SETTINGS

- following Early Years Foundation Stage (EYFS) welfare guidance regarding personal, social, and emotional (PSE) development, e.g. encouraging emotional security, helping children to develop a positive sense of themselves and have confidence in their own abilities
- encouraging the child's participation and independence, encouraging respect for self and sending respectful messages about the child's ability to promote self-esteem
- encouraging positive awareness of health and wellbeing through physical care routines such as handwashing and teeth brushing
- encouraging and promoting social development skills through sharing and turn-taking
- supporting the continuity of care routines in the home as well as the setting.

### **Learning aim B: Maintain safe environments for carrying out physical care routines in early years settings**

The Early Years Practitioner will support staff in maintaining a safe environment for children by keeping the environment tidy and hazard free, as well as ensuring effective hygiene measures are in place to prevent cross-infection, which may cause illness in children.

#### **B1 Contributing to general safety checks in the early years setting**

Learners must develop the skills and understanding to support the provision of safe environments through contributing to general safety checks in the setting, to include:

- awareness of daily safety checks (indoor and outdoor)
- awareness of the lines of responsibility, e.g. knowing who to report concerns to
- awareness of risk assessments
- locating and completing entries into accident and incident logs/books
- an awareness of evacuation processes
- contributing to keeping fire exits free of obstruction
- recognising and contributing to security measures, e.g. locks on gates, supervision of children, staff ratios, child drop-off and pick-up security arrangements, signing in, personal safety.

#### **B2 Maintaining cleanliness and hygiene in the setting**

Learners must develop the skills and understanding to support the provision of safe environments through maintaining cleanliness and hygiene in the setting, including:

- recognising the importance of hygiene and infection control, e.g. appropriate waste disposal and hand washing, and their relationship to the spread of infection in the setting
- how to store food safely
- contributing to the washing up and appropriate storage of feeding utensils
- carrying out sterilisation procedures (steam, water, microwave), e.g. maintaining own and children's hand washing
- cleaning of materials and utensils, including appropriate cleaning routines, e.g. use of colour-coded cleaning cloths and mops
- recognising the relationship between personal hygiene and the provision of safe environments:
  - indoor and outdoor play areas
  - eating/food preparation areas
  - reception areas and corridors
- role modelling clean and hygienic practices
- encouraging children to help appropriately
- using own initiative in responding to the maintenance of a clean and hygienic environment, e.g. cleaning up accidental spillage during mealtimes.

**B3 Participating in setting up and tidying away activities throughout the day**

Learners must develop the skills and understanding to support provision of safe environments through participating in setting up and tidying away activities throughout the day, to include:

- wiping down tables
- tidying away, e.g. clearing away toys
- preparing rooms for mealtimes and rest periods
- setting out rooms for different activities
- sweeping and mopping
- safely moving and handling equipment and resources, as appropriate
- taking away food and appropriate food disposal
- safe storage of children's belongings
- labelling and storing children's work products.

**Learning aim C: Support and encourage children at meal and snack times in early years settings**

The early years practitioner will be involved in supporting children at meal and snack times by helping them to feed and by encouraging them to be involved socially.

**C1 Preparing snacks for children**

Learners must develop the skills and understanding to appropriately prepare balanced meals, drinks and snacks for children, to include:

- an awareness of how to encourage healthy eating
- an awareness of current dietary guidelines
- being aware of food allergies, allergic reactions and response, and identifying where information is kept regarding these for the children in the setting
- respecting religious and cultural preferences
- supporting the regular intake of fluids
- recognising the importance of the timing of meals and snacks
- identifying different types of appropriate snacks
- respecting requirements for personal portion sizes
- supporting the preparation of appropriate foods
- what to consider when preparing meals and snacks, e.g. implementing food hygiene standards in the preparation of food, dietary guidance, considering EYFS welfare requirements when preparing snacks
- setting tables appropriately
- how to serve meals and snacks.

**C2 Helping to feed children**

Learners must develop the skills and understanding to appropriately help to feed children, to include:

- sitting with children at mealtimes
- promoting positive responses to food
- providing gentle encouragement to children to eat
- promoting a relaxed and social environment for children
- feeding children according to their developmental needs, e.g. weaning, baby-led weaning, finger feeding, use of cutlery
- using and encouraging the use of the appropriate types of utensil.

### **C3 Promoting choice and independence**

Learners must develop the skills and understanding to promote choice and independence, to include:

- encouraging choice
- involving children in talking about healthy foods
- encouraging the use of cutlery and cups, including supporting children in developing the skills to pour a drink and feed themselves
- encouraging children to help to prepare for meals and tidy away
- joining in with mealtimes
- supporting celebratory meals, including recognising foods that celebrate different festivals
- supporting the development of social skills, e.g. appropriate behaviour in groups.

### **Transferable skills**

#### **Positive behaviours**

- Demonstrating professionalism in early years working environments.

#### **Problem solving and communication**

- When supporting the care of children, talking to colleagues about how best to deal with unfamiliar situations.

#### **Managing information**

- Using different types of information when supporting safe working.

#### **Self-management and development**

- Demonstrating the ability to manage own time and development of own initiative.

#### **Working with others**

- Supporting colleagues in the safeguarding of children.

#### **Thinking skills/adaptability**

- Adapting own behaviour when working in daily early years routines.

Assessment criteria

Pass	Merit	Distinction	
<b>Learning aim A: Contribute to physical care routines that promote the quality of care for children</b>			
<b>A.P1</b> Show how you have appropriately supported simple physical care routines for children in an early years setting.	<b>A.M1</b> Show how you have provided a consistently good quality of support for different physical care routines for children in an early years setting.	<b>AB.D1</b> Show how to provide confident and consistently good-quality support for a range of physical care routines in different environments for children in an early years setting.	
<b>A.P2</b> Identify ways in which dignity and respect are taken into account when carrying out physical care routines.			
<b>Learning aim B: Maintain safe environments for carrying out physical care routines in early years settings</b>			
<b>B.P3</b> Apply basic cleanliness and hygiene standards in an environment where physical care routines take place in an early years setting.	<b>B.M2</b> Apply and promote good standards of safety and hygiene in different environments in an early years setting.		
<b>Learning aim C: Support and encourage children at meal and snack times in early years settings</b>			
<b>C.P4</b> Prepare and serve a selection of snacks suitable for young children.	<b>C.M3</b> Use a range of appropriate skills to prepare, serve and provide consistent support to a child during meal and snack times in an early years setting.	<b>C.D2</b> Use a range of appropriate skills to independently prepare, serve and provide high-quality support to children during meal and snack times in an early years setting.	
<b>C.P5</b> Use appropriate skills to help to feed a child during a mealtime.			

## Essential information for assessment decisions

### Learning aims A and B

**For distinction standard**, learners will:

- demonstrate and evidence confidence in their skills
- recognise and anticipate the needs of the child and the importance of policies and procedures in place to support care routines
- demonstrate and evidence their ability, and confidence, to ensure the setting's safety and hygiene guidelines and procedures are followed to maintain hygienic practice, preventing risks of cross-infection when supporting physical care routines
- provide observation records or expert witness testimony of their performance in supporting at least four different physical care routines in different environments for each of at least two different children, aged 0–5, in an early years setting
- include, in at least two of the observations, a routine that required them to prepare the environment beforehand. Observation records must note that during the routines:
  - the children responded well to learners' approaches and were recognised by the children as safe carers
  - care provided by learners was age appropriate and therefore safe for children
  - routines were carried out under the supervision of qualified staff
  - the safety and hygiene of the children was maintained at all times
  - no concerns were identified by the observer/expert witness in terms of the quality of care provided by learners
  - no safeguarding concerns were identified during the observations
  - evidence of initiative was shown, e.g. learners responded appropriately to any unexpected behaviour or challenge presented by children, or in which changes in the environment were taking place during the routines
  - learners communicated appropriately with children
  - children's dignity was maintained and respect for their needs and preferences demonstrated throughout
  - children's independence during care routines was appropriately encouraged
  - (where the routine involved preparation of the environment) learners followed the setting's health, safety and hygiene procedures/guidelines appropriately with no concerns highlighted, including the completion of appropriate safety checks
  - learners' willingness to fully participate in supporting the physical care routines was evident throughout, including clearing away the environment following the routines observed
- produce a reflective record of the routines presented, to include:
  - well-organised information about how different children have been supported in their physical care routines across the age range 0–5 years
  - organised information so that links between the care routines and the related setting procedures are clearly identified
  - how the children's privacy and dignity have been respected and how their independence has been promoted
  - details of any resources used to support children's independence and skills
  - how the guidelines of the workplace (in relation to health and safety practices) were taken into account in preparing for and implementing the care routines, including details of how children's safety was maintained.

**For merit standard**, learners will:

- demonstrate and provide evidence of good-quality support for at least three different care routines, including at least one routine from either washing hands, simple physical care routines or personal care routines in the settings
- provide this support for at least two different children of two different ages over the period of at least two days
- accurately implement the setting's policies and procedures in place to support the care routines chosen
- demonstrate and evidence their ability, and confidence, to ensure that the setting's safety and hygiene guidelines and procedures are followed to maintain hygienic practice, preventing risks of cross-infection when supporting physical care routines
- provide observation records or expert witness testimony of their performance. At least two of these observations must include a routine that required the learner to prepare the environment beforehand. Observation records must note that during the routines:
  - the children responded well to learners' approaches and were recognised by the children as safe carers
  - care provided by learners was age appropriate and therefore safe for children
  - routines were carried out under the supervision of qualified staff
  - the safety and hygiene of the children was maintained
  - no more than one concern was identified by the observer/expert witness in terms of the quality of care provided by learners
  - no safeguarding concerns were identified during the observations
  - learners communicated appropriately with the children
  - children's dignity was maintained and respect for their needs and preferences demonstrated
  - children's independence during care routines was appropriately encouraged
  - where the routine involved preparation of the environment, the observation must note that learners followed the setting's health, safety and hygiene procedures/guidelines appropriately, with no more than one concern highlighted. This will include completing appropriate safety checks. (Any concerns highlighted must not result in an unacceptably high risk environment for the children concerned)
  - learners' willingness to fully participate in supporting the physical care routines was evident, including clearing away the environment following the routines observed
- produce their own record of the routines presented, to include:
  - well-organised information about how the different children were supported during the routines
  - organised information so that links between the care routines and the related setting procedures are clearly identified
  - how the children's privacy and dignity have been respected and how their independence has been promoted
  - how the guidelines of the workplace (in relation to health and safety practices) were taken into account in preparing for and implementing the care routines.

## UNIT 4: SUPPORTING CHILDREN'S PHYSICAL CARE NEEDS IN EARLY YEARS SETTINGS

**For pass standard**, learners will:

- demonstrate that they can provide appropriate support for at least two simple physical care routines for at least two children in their early years setting over a period of at least one day, taking into account the children's rights to dignity and respect
- accurately follow the setting's policies and procedures to support the care routine carried out
- prepare the environment, applying the setting's safety and hygiene procedures, before carrying out the routine
- clean or tidy up the environment in which the routine took place
- provide observation records or expert witness testimony of their performance. At least one of these observations must include a routine that required them to prepare the environment beforehand. Observation records must note that, during the routines:
  - care provided by learners was age appropriate and therefore safe for children
  - routines were carried out under the supervision of qualified staff
  - the safety and hygiene of the children was maintained
  - no concerns were identified by the observer/expert witness in terms of learners meeting the safeguarding requirements of the setting
  - learners communicated appropriately with the children
  - children's dignity was maintained and respect for their needs demonstrated
  - where the routine involved preparation of the environment, the observation must note that they followed the setting's health, safety and hygiene procedures/guidelines appropriately, with no more than two concerns highlighted. (Any concerns highlighted must not result in an unacceptably high-risk environment for the children concerned)
- produce their own record of the routines presented, to include:
  - information about how the two children identified were supported in their physical care routines
  - at least one link between the care routines and the related setting procedures
  - an identification of how both children's privacy and dignity were respected during the routine
  - how the guidelines of the workplace (in relation to health and safety practices) were taken into account in preparing for and implementing the care routines.

### Learning aim C

**For distinction standard**, learners will:

- support early years practitioners to plan and prepare simple snacks for children
- support children through mealtimes by encouraging social sharing environments
- produce detailed and clearly organised information about the children's mealtime and snacks, daily routines, menus that adhere to current dietary guidance, health and safety considerations in preparing children's food
- reflect on the policies of the workplace in relation to food hygiene and children's mealtimes
- give details of how children's safety is maintained during mealtimes
- show initiative in working with the staff team in preparing for mealtimes and supporting the children with feeding and snack time
- include any planning of menus that also caters for children that may have food allergies in the group
- explain how the adult can support children to learn about positive behaviour and sharing at mealtimes by positive role modelling and promoting social activity
- show initiative and willingness to fully participate in the role and to prepare and set up for meals, tidy away, help to prepare snacks, support feeding.

**For merit standard**, learners will:

- demonstrate skills in simple food preparation and supporting a child through a mealtime
- produce clearly presented information about children's mealtimes, snack routines, different feeding support, menus that adhere to current dietary guidance, and health and safety considerations in food preparation and serving
- give outline detail of how policies in the setting inform practice for children's mealtimes
- outline how to support a child during meal and snack time, clearly demonstrating positive role modelling around foods and different tastes
- describe how the adult has the role to promote a positive environment at mealtimes to encourage social skills in sharing meals
- show willingness to prepare and serve food, prepare tables and area at mealtimes and to tidy away.

**For pass standard**, learners will:

- help to serve snacks to children
- sit with a child at mealtime to encourage them to eat their meal
- present information about how they have helped to support a child at mealtimes
- include brief information about how to promote positive experiences at mealtimes for a child
- include brief information about how healthy meals and snacks can be provided and give examples of the meals and snacks offered to children
- provide support to staff team in preparing for mealtimes and tidying away.

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. Tutors will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

*Units 3, 4, 5 and 6* all draw on learners' work placements. We provide a Placement Experience Assessment Portfolio of Evidence with suggested activities included. Learners should be set a realistic time to demonstrate summative achievement. The suggested activity below shows how experience from the work placement can be used to achieve this unit. The activity should be in the workplace and draw on learning from the unit, including the transferable skills.

The following suggested assessment activity could be used to produce the required evidence for this unit but centres are free to use comparable activities or other forms of evidence provided that they meet the assessment requirements of the unit.

### Suggested assessment activity guidance

#### Activity

Learners could provide support for physical care routines in the nursery by identifying the types of physical care routines required and providing evidence that they have given assistance to early years practitioners in supporting different care routines for a number of children.

Learners could also provide support to children at meal and snack times involving at least three different meal or snack times. They could engage in the preparation of meals and snacks before providing support during the activities.

For the knowledge only pathway, the Assessment Portfolio of Evidence has been adapted with suggested alternative activities to demonstrate skills and knowledge.

#### Sources for types of evidence for the portfolio

- Witness statements/observation reports for each activity.
- Reflective summary of each activity.
- A daily routine log highlighting the children that have been chosen, what care has been provided and how this helps the child, to include all ways in which the child was supported through the day.
- Review of health and safety, hygiene, developing independence, following guidelines.
- Record-keeping.
- The setting's meal and/or snack plan (annotated) to show child/children supported and food and drink diary for the day.

**Assessment should take place during the work placement period(s) at a time that allows for retaking assessment.**

## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### Introduction to unit

Learners list as many physical care routines for children as possible. In groups, link the care routine to specific requirements for children at different ages and different developmental abilities. Use case studies to produce reflective statements on how they have/or could assist or support a child in the setting.

Learners are introduced to the purpose of the unit and the importance of the skills that will be learned. They will learn how to record evidence for portfolios and types of reflective summaries that could support their work.

**Suggested time:** about 3 hours.

#### Activity: Planning care routines

Learners produce examples of daily routine plans for children of different ages using a range of provided case studies.

Learners take part in simulated activities in the classroom to practise skills such as brushing each other's teeth and feeding each other, making toys that help children learn how to tie laces on shoes and do up buttons and zips, learning lullabies to help to soothe children.

Learners involve themselves in practical activities in their settings, such as developing knowledge of different care routines: hand washing, changing clothes and shoes, tying shoelaces, brushing teeth, preparing rest periods, brushing hair, nappy changing, skincare, toileting, dignity and privacy protocols, developing independence.

**Suggested time:** about 6 hours.

#### Activity: Infection control and health and safety

Tutors demonstrate hand washing techniques, using a lightbox to identify poor hand washing techniques. Learners produce information leaflets on hand washing techniques and the dangers of poor personal hygiene. In groups, learners produce display work highlighting common infections, health and safety measures and identifying common hazards in the early years setting.

Guest speakers from the fire service could advise on effective evacuation procedures and types of fire extinguisher and their purposes. Guest speakers from an early years setting (early years practitioners) could explain the importance of health and safety policies and procedures in the settings. Learners then share their experiences of health and safety from their placements.

Learners increase their knowledge of hygiene and the risk of cross-infection from poor practice, including health and safety considerations, policies and procedures, use of PPE, tidying up and cleanliness, personal hygiene and role modelling.

**Suggested time:** about 8 hours.

**Activity: Healthy eating**

In groups, learners devise a healthy snack and a healthy meal for children of different ages, showing how these meet current dietary guidelines. Learners then prepare and serve these to the peer group. Use peer feedback to develop discussion for ways to encourage children to eat healthy foods. Learners develop class displays on healthy eating for children.

Learners engage in various class activities on food art, making smoothies, fruit and vegetable tasting, making soups, breads, cakes, tasting multicultural diets and allergen-free foods.

Learners observe children in the placement and consider the ways practitioners encourage children at mealtimes, including following a set routine and sitting together. Learners observe practitioners managing mealtimes for children. They will observe how food is prepared, what equipment is used, as well as how they interact with children during mealtime. Learners feed back to their peer group in classroom sessions and swap strategies observed.

Learners need to show awareness of healthy food choices and to role model positive attitudes towards different foods.

**Suggested time:** about 8 hours.

## Links to other units

This unit has links to:

- Unit 1: Policy and Practice for Working in Early Years Settings
- Unit 2: Child Development from Birth Up to Five Years
- Unit 3: Developing Professional Practice Skills for Work in Early Years Settings
- Unit 5: Supporting Children's Learning Through Play
- Unit 6: Supporting Children's Communication, Literacy and Language Development
- Unit 7: Developing Professional Practice in Early Years Settings.

## Employer involvement

Please refer to *Work-placement requirements* in *Section 2*.

## Unit 5: Supporting Children's Learning Through Play

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

Credit: **9**

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### Unit in brief

Learners review current practice in early years settings and apply practices to prepare enabling environments and support for children during planned play and learning activities.

### Unit introduction

One of the most important and enjoyable aspects of the role of an Early Years Practitioner is supporting children in their play. It may appear to you that children are just having fun but, in fact, play is critical for their learning and development. Research into early years education has shown that experiences in the first few years of a child's life are the most important for brain development, communication, and social and emotional development. This means that the play experiences you provide, and the support you give children during their play, can make a real difference to their long-term achievements.

In this unit, you will learn about the different types of play that are important for children at different ages and stages. You will look at the importance of play for promoting all areas of development. You will need to become familiar with curriculum plans in your own workplace setting and understand how these are developed. This will help you to work cooperatively with early years practitioners to assist them in the organisation and preparation of the environment. You will select and independently prepare the necessary resources to support different types of play. You will demonstrate ways to support and encourage children so that they can get the most out of their play. You will contribute to the assessment of a selected child and provide support for their individual needs and interests.

Being able to create an enabling and stimulating environment and support children in their play is an essential skill for Early Years Practitioners. Completing this unit will help you to develop the skills and knowledge you need to work in an early years setting and support children's play.

### Learning aims

In this unit you will:

- A** Explore play and learning provision for children up to five years old in an early years setting
- B** Assist early years practitioners in preparing an enabling environment to stimulate learning through play
- C** Support children up to five years old in planned play and learning activities in an early years setting.

**Unit summary**

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Explore play and learning provision for children up to five years old in an early years setting	<b>A1</b> Identifying types of play <b>A2</b> Recognising stages of play <b>A3</b> Benefits of play	<ul style="list-style-type: none"> <li>• Play and learning plans.</li> <li>• Observation records from work placements.</li> <li>• Authorised annotated photographs from work placements.</li> <li>• Signed witness accounts from work placements.</li> <li>• Reflective logs from work placements.</li> </ul>
<b>B</b> Assist early years practitioners in preparing an enabling environment to stimulate learning through play	<b>B1</b> Enabling and stimulating environments <b>B2</b> Play and learning curriculum plans <b>B3</b> Resources and equipment for play and learning activities	
<b>C</b> Support children up to five years old in planned play and learning activities in an early years setting	<b>C1</b> Ways to support children in their play <b>C2</b> The individual play and learning needs of a child	
<p><b>Key teaching areas in this unit include:</b></p>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>• Observation/recording</li> <li>• Effective interaction with adults and children</li> <li>• Reflective practice</li> <li>• Planning/recording</li> <li>• Constructive assistance to colleagues</li> <li>• Respecting confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>• Own role and responsibility</li> <li>• Health and safety</li> <li>• Developmental milestones</li> <li>• Play types</li> <li>• Resources for ages/stages</li> <li>• Policy and procedures of setting</li> <li>• Curriculum plans</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving and communication</li> <li>• Managing information</li> <li>• Self-management and development</li> <li>• Working with others</li> <li>• Thinking skills/adaptability</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Explore play and learning provision for children up to five years old in an early years setting

Employers expect that Early Years Practitioners will understand the range of play types, stages of play and their crucial role in the delivery of the early years curriculum. Early Years Practitioners must also develop the necessary skills to support children effectively and sensitively in their play.

##### A1 Identifying types of play

Learners must develop the skills and understanding to enable them to categorise different types of play and the environments in which they take place in early years settings.

- How to observe and categorise types of play, to include role play, sensory play, imaginative play, e.g. superhero, small world toys, physical play, creative play, construction play, heuristic play, e.g. treasure baskets.
- Understand types of play activity that can take place indoors and outdoors, e.g. role play, sand pits/trays.

##### A2 Recognising stages of play

Learners must develop the skills and understanding to enable them to recognise the stages of play and use this to support children at different ages and stages up to the age of five years old.

- Skills to observe how children's play may develop at different ages and stages, and the role of the onlooker, e.g. selecting appropriate method, participate in play or just observe play.
- Stages, to include:
  - solitary play – recognising that up to around 18 months old children play alone, examples/types of play and how to support
  - parallel play – recognising that from around two years old children play alongside, but not with other children, examples/types and how to support
  - social play – from around three years old children begin to interact with others in their play, to include associative play and cooperative play, and how to support.

##### A3 Benefits of play

Learners must develop the skills and understanding to enable them to recognise the importance and benefits of play for children in an early years setting, providing informed support that aids children's development.

- The relationship between play and learning – how play provision supports the areas of learning and development in the Early Years Foundation Stage (EYFS) curriculum, e.g. water play and links to understanding the world.
- The importance of providing play that supports and promotes different areas of children's development, including creativity e.g. recognising the holistic nature of children's development, meeting a range of different needs and abilities.

## UNIT 5: SUPPORTING CHILDREN'S LEARNING THROUGH PLAY

- How to recognise, observe and record information on play provision that promotes different areas of development:
  - physical development – gross motor, to include strength, stamina, balance, e.g. climbing, wheeled toys and fine motor, to include manipulation, using malleable materials, hand–eye coordination, e.g. threading beads, playdough
  - social development to support children to play cooperatively, take turns and share, e.g. role play, tabletop games
  - emotional development to help children to express feelings appropriately, e.g. creative activity
  - cognitive development to encourage children to think and solve problems, e.g. construction activities, puzzles
  - language development to encourage children's speech and language skills, e.g. sharing books and rhymes, puppet play
  - how to promote planned and spontaneous indoor and outdoor physical activity throughout the day.

### **Learning aim B: Assist early years practitioners in preparing an enabling environment to stimulate learning through play**

A key element of the Early Years Practitioner role will be to support the creation and maintenance of a stimulating and enabling environment. Although they work in a supportive role, Early Years Practitioners will need to show that they can also use their own ideas and initiative.

#### **B1 Enabling and stimulating environments**

Learners must develop the skills and understanding to support the construction and maintenance of physical environments that stimulate learning through play.

- Recognise how aspects of indoor and outdoor physical environments stimulate learning through play, e.g. stimulating curiosity in how things work or in the natural environment.
- How to work with early years practitioners to identify and plan areas that can stimulate play, to include a practical consideration of health and safety issues while acknowledging the importance of 'risky' play and challenging play.
- How to work with early years practitioners to organise and prepare play areas, to include role play, book corners, creative areas, outdoor areas.
- Skills for maintaining designated play areas, e.g. keeping tidy, including removing things that children are not using to enhance their play, adding to resources, changing resources, using own initiative to maintain play areas, clearing up after activities.
- Skills for planning and preparing room displays, to include wall displays, tabletop displays, preparing work and materials for display, labelling displays, including consideration of how to label for adults as well as children.
- How to use own initiative to plan and independently produce wall and tabletop displays, e.g. recognising children's interests, organisational skills.

#### **B2 Play and learning curriculum plans**

Learners must develop the skills and understanding to contribute to an early years setting's planning to encourage aspects of play and learning.

- Recognise the structure and identify the purpose of play and learning plans in own early years setting, e.g. appropriate to stage/age of development and interests, progressing development.
- Methods of recording plans for play and learning, to include short-term and long-term plans.
- How plans support areas of learning in the EYFS curriculum, e.g. prime areas, specific areas.
- How early years practitioners record and use observations of children to assist planning for large and small groups as well as for individual children, to include the planning cycle.
- The relationship between the physical environment and implementation of an early years setting's play and learning plans.

**B3 Resources and equipment for play and learning activities**

Learners must develop the skills and understanding to independently identify, select, use and maintain appropriate resources and equipment for play and learning activities.

- Resources and equipment to support play and learning activities, to include indoor and outdoor, e.g. natural materials, small world toys, creative materials.
- Hazards associated with the use of resources and equipment, and ways to eliminate or control risks, e.g. supporting practitioners in helping children to recognise and manage their own risks, as appropriate.
- How to prepare resources and equipment for play activity, to include paint, playdough, sand or water trays, creative materials, treasure basket, ride on toys, using own initiative.
- How to organise resources for children to access independently.
- How to select stories and rhymes, e.g. action and counting rhymes that are age/stage appropriate.
- How to support children to independently access resources to support their play, e.g. labelled storage, modelling/encouraging independence.
- How to clean and tidy the play areas, including encouraging children to help, using own initiative, following health and safety procedures of setting.
- How to encourage children to be aware of their own personal safety and the safety of others.

**Learning aim C: Support children up to five years old in planned play and learning activities in an early years setting**

It is essential that Early Years Practitioners understand the observation and planning cycle so they can confidently and effectively support early years educators at each stage of the process, including presenting own ideas for play and activity planning.

**C1 Ways to support children in their play**

Learners must develop the skills and understanding to provide effective and appropriate support to practitioners during children's play and learning activities.

- Differences between 'casual' play, from own personal experience with children in own home environment, and play that is appropriate in childcare settings, e.g. how to balance adult-led and child-led activity, responding to curricular requirements.
- Differences between relationships with children in own home environment and relationships with children as a professional early years worker, e.g. maintaining professional relationships.
- The role of early years practitioners in enabling children's learning through play, e.g. inclusion, responding to individual needs and interests.
- The role and responsibilities of the Early Years Practitioner in supporting children in their play, e.g. to observe and record responses.
- Appropriate skills for supporting play in different contexts, to include indoor and outdoor and transitions between the two, experiential play, group play, one-to-one play:
  - knowing how and when to join in with play, when to observe and when to allow children to direct you in play
  - being a play partner, e.g. being a shop customer during imaginative play
  - how to motivate children, e.g. giving play 'cues' such as putting out building blocks to use as cars
  - the purpose of introducing more resources to extend play, e.g. to meet individual or cultural needs, encourage children's new ideas
  - how to model ways to play, e.g. playing alongside children.

## UNIT 5: SUPPORTING CHILDREN'S LEARNING THROUGH PLAY

- Approaches to supporting:
  - child-initiated play – preparation of area and organising resources for self-chosen activities
  - adult-led play – implementing planned activities and supporting children towards identified outcomes
  - facilitating spontaneous play and activities.
- How to support literacy activities, e.g. mark making, using books.
- How to support mathematical activities including counting, pattern making, shape and measure, collecting, matching and sorting.
- How to share stories, rhymes and songs with individuals and small groups of children.

**C2 The individual play and learning needs of a child**

Learners must develop the skills and understanding to observe and support colleagues in meeting the individual play and learning needs of a child.

- How early years practitioners observe and assess the play and learning needs of a child, e.g. looking on or talking to children about their play.
- Procedures of the setting for sharing information about a child's play, learning needs and interests with colleagues and parents/carers, to include permissions, e.g. observing how confidentiality is managed, how to record information.
- How support can be adapted to meet the individual learning needs of a child, e.g. choice of resource, type of support.
- Methods of recording the learning and responses of a child during a planned play activity, to include photographic evidence, and the associated safeguarding aspects, sticky notes.
- How to observe children's responses to play and learning activities, and resources to produce planning to progress children's play, e.g. involving children in play planning.
- How to extend activities to meet individual children's needs and interests, e.g. noting how far children are engaged and how they use the space and resources.

**Transferable skills****Problem solving and communication**

- When supporting children's learning, talking to colleagues about how best to deal with unfamiliar situations.

**Managing information**

- Using different types of information when supporting safe working.

**Self-management and development**

- Demonstrating the ability to manage own time and development of own initiative.

**Working with others**

- Supporting colleagues in children's learning.

**Thinking skills/adaptability**

- Adapting own behaviour when working in daily early years routines.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore play and learning provision for children up to five years old in an early years setting</b>		
<b>A.P1</b> Produce a brief and accurate record of the ways in which an early years setting promotes children's development through play and learning activities.	<b>A.M1</b> Produce a detailed record of ways in which an early years setting promotes children's development at different stages through different types of play and learning activities.	<b>A.D1</b> Produce a comprehensive record, assessing the ways in which an early years setting promotes different areas of children's development, for children at different stages, through different types of play and learning activities.
<b>Learning aim B: Assist early years practitioners in preparing an enabling environment to stimulate learning through play</b>		
<b>B.P2</b> Prepare an appropriate physical environment for learning through play.	<b>B.M2</b> Prepare a stimulating physical environment and age- and stage-relevant resources that demonstrate own initiative in supporting the delivery of an early years setting's play and learning plans for indoor and outdoor play activities.	<b>B.D2</b> Prepare stimulating physical environments and age- and stage-appropriate resources, demonstrating independence in supporting the delivery of an early years setting's play and learning plans for indoor and outdoor play and learning activities.
<b>B.P3</b> Follow instructions accurately to prepare resources for an indoor and an outdoor play activity in an early years setting.		
<b>Learning aim C: Support children up to five years old in planned play and learning activities in an early years setting</b>		
<b>C.P4</b> Provide appropriate support to children during planned child-initiated and planned adult-led play and learning activities.	<b>C.M3</b> Provide effective support to children, using a range of relevant skills throughout one planned child-initiated and one adult-led planned play and learning activity.	<b>C.D3</b> Provide effective, confident and responsive support throughout planned child-initiated and adult-led play and learning activities in early years settings.
<b>C.P5</b> Produce accurate records of the impact of planned play and learning activities on an individual child's development or progress.		

## Essential information for assessment decisions

### Learning aims A, B and C

**For distinction standard**, learners will:

- produce clear, accurate, organised records of observations of practitioners engaged in play and learning activities with children of different ages and at different stages. Learners must give valid reasons why each different type of play is important, making clear and accurate links to how play types can promote different areas of children's development and provide an assessment of the role of the practitioner in each
- accurately interpret play and activity plans, finding and preparing all the age- and stage-appropriate resources needed for indoor and outdoor activities. Prepared enabling environments must show that key requirements of an enabling environment have been considered, such as displays and layout, age-appropriate resources and their organisation, and health and safety, with reference to the setting's own play and learning plans. The enabling environment will meet the requirements of given plans accurately. Learners will demonstrate initiative and independence when working alongside practitioners to prepare the learning environment
- demonstrate the most appropriate skills in a confident manner and respond appropriately to support planned learning activities, child-initiated play and adult-led play. Learners must select and use the most appropriate skills to support children's developmental needs and interests during each activity, without prompting. Learners must demonstrate appropriate use of the resources available to them in the environment to support the activities. They should show how they can intervene or why they chose not to intervene, for example when observing spontaneous play, sensitively in ways that help motivate children and support their learning through play.

**For merit standard**, learners will:

- produce detailed observations of practitioners engaged in different types of play and learning activities with children at different stages in an early years setting. Learners must identify different areas of development supported through each type of play activity. Learners must accurately identify the role of the practitioner or early years worker in promoting children's development in the activity
- interpret play and activity plans accurately in their workplace setting to find and prepare some resources, with due consideration to health and safety for each activity. Learners will show initiative when working alongside practitioners to safely prepare and appropriately organise the learning environment, producing a relevant display with limited supervision
- demonstrate relevant skills to support planned learning activities, child-initiated play and adult-led play. Learners must use initiative in selecting and applying different skills to support children's developmental needs and interests during each activity. Learners must demonstrate relevant use of the resources available to them in the environment, with some prompts to support the activities. They should be able to respond appropriately, when asked, to children to support their learning through play.

**For pass standard**, learners will:

- produce observation records of different play and learning activities in an early years setting. They must accurately show the key areas of identified children's development that are being promoted through the activities
- show that they have followed instructions accurately when working alongside practitioners to produce a display and prepare an area for a play and learning activity that is age- and stage-appropriate. Learners will refer to plans often and need some support and guidance when preparing resources for play activities
- use appropriate skills to support children in planned play and learning activities.

**When taking photographs, learners must follow the regulations of their workplace setting. While photographs of play areas and displays may be used as evidence, children should not be included in any photographs.**

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. Tutors will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

*Units 3, 4, 5* and *6* all draw on learners' work placements. We provide a Placement Experience Assessment Portfolio of Evidence with suggested activities included. Learners should be set a realistic time to demonstrate summative achievement. The suggested activity below shows how experience from the work placement can be used to achieve this unit. The activity should be in the workplace and draw on learning from the unit, including the transferable skills.

The following suggested assessment activity could be used to produce the required evidence for this unit but centres are free to use comparable activities or other forms of evidence, provided that they meet the assessment requirements of the unit. For the knowledge only pathway, alternative methods of evidence could be used such as simulation or case study.

### Suggested assessment activity guidance

#### Activity

Learners could support the implementation of a setting's play and learning plans. In preparation, they could informally observe experienced early years practitioners engaged in a range of different indoor and outdoor play and learning activities with children aged 0–5. The observation should lead to an assessment that includes:

- a range of play types (each observation should cover a different type of play)
- identification of the stage(s) of play observed
- the benefits of each type of play for children's development
- the role of the practitioner in the activity and how they progressed children's learning through play.

Learners could support the preparation of environments and resources for the setting's play and learning activities. Learners could support the delivery of the planned activity, by demonstrating their skills when supporting the children engaging in the activities which may be child-initiated and adult-led play and learning activities.

For the knowledge only pathway, the Assessment Portfolio of Evidence has been adapted with suggested alternative activities to demonstrate skills and knowledge.

#### Sources for types of evidence for the portfolio

- Observations/witness testimonies showing learners supporting practitioners in the preparation of the environment to include a wall or tabletop display.
- Reflective log showing learners' skills in independently preparing appropriate and safe resources for planned play and learning activities for an outdoor and indoor play activity.
- An account of the success of the environment in supporting play and learning plans.
- Reflective log of learners' own skills in supporting play and learning activities and in supporting a child-initiated and an adult-led play and learning activity.
- Reflective log and witness testimonies of learners using own skills in responding to individual needs of children during play and learning activities.

- An account of how the play and learning activities have met the learning and development needs and interests of individual children.
- Plans that use information gathered from the play and learning activities to extend children's play experiences.

**Assessment should take place during the work placement period(s) at a time that allows for retaking assessment.**

## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### Introduction to unit

Tutors lead discussion on an overview on the unit content and assessment requirements, answering learners' questions.

Ask learners to write one or more memories of their own play in early years on a sticky note. Collect them and discuss each 'memory' with the whole group, prompting learners to consider why the play was memorable and what they may have gained by taking part. Learners could go on to link different types of play to different ages/stages or similarities between memories.

Tutors lead discussion on the content of learning aim A in more detail.

**Suggested time:** about 2 hours.

#### Activity: How play promotes different areas of development

In small groups, learners discuss and note down examples of play they have observed. Alternatively, they watch video clips of children at play at different ages and stages. Tutors introduce the areas of learning from the EYFS curriculum and provide a list of different types of play activity. Learners place each type under the relevant area or areas of learning.

Tutors lead discussion on how play progresses from solitary to parallel to social, and prompt learners to think about why play progresses in this way. Tutors focus on areas of children's development and write each one on a whiteboard. In small groups, learners discuss how play can promote different areas of children's development.

In pairs, learners research one type of play and produce a presentation for peers on how it supports development.

**Suggested time:** about 12 hours.

#### Activity: Planning the environment and resources for play activities

Tutors organise a visit to an early years setting to observe how the environment supports play and lead a discussion on the Early Years Practitioner's role and responsibilities for the environment and resources.

Learners take photographs of effective wall and tabletop displays in their own setting before presenting them to the whole group, giving reasons for their choice.

Learners design a role-play area, identifying the resources that could be included. They list any health and safety issues and how these would be overcome.

Tutors introduce learners to techniques used in producing wall displays and labelling, providing opportunities for them to practise in small groups, e.g. to produce a wall display for their own classroom. As they work, tutors advise and support learners' reflections on the skills they are using.

Learners are given a play and learning plan, or use one from their own setting, to plan an area and resources using resource catalogues provided by tutors.

**Suggested time:** about 14 hours.

**Activity: Activities that support children's development**

Tutors lead generic discussion on the Early Years Practitioner's roles and responsibilities. In small groups, learners discuss and feed back to peers what this means in their own work placement setting.

Tutors should organise visiting speakers to discuss the use of observations in the childcare settings, the different methods of observation and how these contribute towards planning, followed by a Q&A.

Tutors provide examples of play and learning activities and learners work in pairs to identify which areas of learning each supports in the EYFS.

Tutors lead discussion on the characteristics of child-initiated and adult-led play. Learners could be given examples of planning or shown film clips to initiate discussion around each type.

Learners are given a play and activity plan for a group and an observation of a child with additional needs. They discuss how they might support children in the group during their play, and adapt the support and/or resources for the child with additional needs.

Tutors lead a discussion on the value of spontaneous play. For example, should a child be hurried along to an activity you have planned if they stop to play with an insect on the pavement, or just want to run through some muddy puddles?

Tutors set out play activities, e.g. water play, playdough, tabletop games. Some learners play the role of children involved in the activity while others take the role of the Early Years Practitioner to demonstrate and then discuss skills for supporting play.

Learners watch video clips of children involved in different types of play and discuss each one after viewing. They feed back on the ways in which an adult could support the children and extend their play.

In small groups, learners select a story or rhyme that would support a child's development in a specific way and present to others so that they can use them in their own setting and feed back, reflecting on the children's responses.

**Suggested time:** about 14 hours.

**Activity: Preparation for assessment**

Recap content for each learning aim.

Introduce assessment requirements and answer learner queries.

Learners independently produce assessment plan.

**Suggested time:** about 2 hours.

## Links to other units

This unit has links with:

- Unit 1: Policy and Practice for Working in Early Years Settings
- Unit 2: Child Development from Birth Up to Five Years
- Unit 3: Developing Professional Practice Skills for Work in Early Years Settings
- Unit 4: Supporting Children's Physical Care Needs in Early Years Settings
- Unit 6: Supporting Children's Communication, Literacy and Language Development
- Unit 7: Developing Professional Practice in Early Years Settings.

## Employer involvement

Please refer to *Work-placement requirements* in Section 2.



## Unit 6: Supporting Children's Communication, Literacy and Language Development

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **45**

Credit: **7**

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### Unit in brief

Learners develop the skills needed to support children's literacy and language development and communicate effectively with children of different ages and abilities in early years settings.

### Unit introduction

Communicating effectively with children is a key part of the role of an Early Years Practitioner. Not only is communicating in a way that meets children's needs and abilities important, but a good practitioner should be able to use their communication skills to support the learning and development of children in the setting in a number of areas. Would you be able to work with young children and recognise their needs as individuals, encouraging them to tell you about their choices, for example in relation to play or reading, so you can make learning activities fun and interesting for the child? This unit focuses on the skills needed to support children's communication, literacy and language at different ages and stages.

As a person who works with young children, it is vital you develop the skills to enable you to share communication appropriately with children of different ages and abilities. In this unit, you will learn about the various forms of communication, when they should be used and how. You will also learn about your role in supporting positive communication, how to listen to and encourage responses from children in order to be aware of their choices and to support progress in literacy and language development.

Completion of this unit will help you support children's language and literacy-related activities in the workplace. This will help you be a more confident Early Years Practitioner, knowing that you can recognise when a child needs help or support with an activity and can support the development of children's language and literacy through effective communication.

### Learning aims

In this unit you will:

- A** Explore the links between communication, language and literacy development
- B** Support children with different communication needs and abilities.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Explore the links between communication, language and literacy development</p>	<p><b>A1</b> How children’s communication and language skills develop</p> <p><b>A2</b> The role of the Early Years Practitioner in supporting children’s communication, literacy and language development</p> <p><b>A3</b> Approaches to communication for different ages/abilities</p>	<ul style="list-style-type: none"> <li>• Record(s) of interaction(s) and observation(s) from work placements.</li> <li>• Evidence of planning.</li> <li>• Signed observation record of learners’ communication skills when supporting groups of children in different activities from work placements.</li> <li>• Observation records, signed by setting assessor, of learners interacting with a child or children in a language-based activity.</li> <li>• A reflective log on approaches to communication from work placements.</li> </ul>
<p><b>B</b> Support children with different communication needs and abilities</p>	<p><b>B1</b> Communicating with children of different ages</p> <p><b>B2</b> Suitable resources to support literacy</p> <p><b>B3</b> Communication strategies for Special Educational Needs and Disability (SEND), English as a second language (ESL), English as an additional language (EAL)</p> <p><b>B4</b> Verbal/non-verbal communication strategies</p> <p><b>B5</b> Methods of providing guidance/clear instruction</p> <p><b>B6</b> Ways of adapting own behaviour in response to the needs of the child/group</p>	
<p><b>Key teaching areas in this unit include:</b></p>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>• Supporting effective communication</li> <li>• Supporting the development of children and young people</li> <li>• Supporting the acquisition of a new language through immersion</li> <li>• Supporting children’s learning through play</li> </ul>	<ul style="list-style-type: none"> <li>• Links between children’s communication and language skills and their development in early years settings</li> <li>• Factors in the early years setting that can affect the development of children’s language and communication skills</li> <li>• Strategies to assist in the support of children’s communication and language development</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving and communication</li> <li>• Managing information</li> <li>• Self-management and development</li> <li>• Working with others</li> <li>• Thinking skills/adaptability</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Explore the links between communication, language and literacy development

Speech, communication and language are vital for all babies and children. If they did not have these skills they would not reach their full potential. Practitioners are central to supporting babies and children and identifying when they might need additional support. In order to develop the communication and language skills of children, learners need to be able to recognise the purposes of such interaction and develop age- and stage-appropriate skills and language development activities to be applied in their work placement.

##### A1 How children's communication and language skills develop

Learners must develop the skills and understanding to enable them to:

- use the terms speech, language and communication appropriately
- recognise the links between children's communication and language skills and their age and stage of emotional, social and cognitive development in the context of the early years setting
- identify factors in the early years setting that can affect the development of children's language skills, e.g. the environment, sensory needs, language differences
- identify and engage in interactions to support the development of aspects of children's language, e.g. the tone and pitch of speech, syntax, the words used, semantics and how the message is conveyed, use of receptive and expressive speech.

##### A2 The role of the Early Years Practitioner in supporting children's communication, literacy and language development

Learners must develop the skills and understanding to enable them to:

- support the Early Years Practitioner in interacting with and developing children's communication and language skills, e.g. through preparation, planning, observation, interaction, feedback
- engage in early communication interactions with babies and children, e.g. through appropriate facial expressions, body language, body contact, eye contact, recognition of personal space and boundaries, tone of voice
- support an environment that encourages communication and language development, e.g. appropriate lighting, quiet areas, activities to generate children's interest and interaction
- reporting and referral procedures for reporting any areas of concern or progress to supervisor(s).

##### A3 Approaches to communication for different ages/abilities

Learners must develop the skills and understanding to enable them to:

- identify and use different methods of communication used in early years settings to support children's communication and language development
- assist and engage in the preparation of language-based interactions that are age- and stage-appropriate, e.g. games, stories, rhymes (including action songs), movement, music
- practise how to read with children of different ages and stages that they may interact with in their work placement
- adapt activities according to the child's or baby's response and make them enjoyable
- positively and supportively engage with children whose home language is not English to assist them in developing their English language skills.

## **Learning aim B: Support children with different communication needs and abilities**

Developmentally appropriate interactions between adults and babies and children support the development of babies' and children's speech, language and communication, forming a key part of the Early Years Practitioner's role.

### **B1 Communicating with children of different ages**

Learners must develop the skills and understanding to enable them to:

- informally observe how experienced practitioners assess babies' and children's language and communication development
- plan their approach to communication before carrying it out, e.g. using the early years setting's schedule(s), checklists
- be aware of the importance of working closely with parents/carers to support the development of language
- role model clear speech and language
- ensure language-based activities are fun and engaging for children.

### **B2 Suitable resources to support literacy**

Learners must develop the skills and understanding to enable them to:

- identify appropriate reading materials
- know where resources are kept and how and when they are used
- adhere to an early years setting's agreed ways of working in relation to the use of reading materials
- use appropriate communication strategies when interacting with children with different communication needs and abilities, e.g. sensory difficulties, English as a second language, learning disability
- develop activities and objects that generate children's interest and stimulate communication, e.g. use of colour, texture, inclusion, movement.

### **B3 Communication strategies for Special Educational Needs and Disability (SEND), English as a second language (ESL), English as an additional language (EAL)**

Learners must develop the skills and understanding to enable them to:

- know about the role of relevant professionals that provide support, e.g. the special educational needs coordinator (SENCO), speech and language therapist, educational psychologist, hearing support services, tools that settings use to measure and identify communication difficulties, e.g. Every Child a Talker (ECAT)
- know the importance of early detection of problems and referral
- work with a key person in the setting to help children develop their communication and language skills
- know how specialist aids and equipment can be used to support communication development
- work in partnership with parents/carers to support children effectively.

### **B4 Verbal/non-verbal communication strategies**

Learners must develop the skills and understanding to enable them to:

- use visual cues and props in the setting appropriately
- provide different interactions to support language and communication development
- use, and encourage children's use of, different methods of communicating non-verbally and verbally, e.g. use of appropriate language, pace of speech, body language, eye contact.

### **B5 Methods of providing guidance/clear instruction**

Learners must develop the skills and understanding to enable them to:

- provide guidance and clear instruction to children when working with them
- follow instructions of supervisors or key persons when communicating with children with different needs or abilities.

### **B6 Ways of adapting own behaviour in response to the needs of the child/group**

Learners must develop the skills and understanding to enable them to:

- use appropriate strategies to promote communication development, e.g. allowing time for the child to express themselves, use of questions, respect, positive feedback
- understand how own behavior can impact and influence babies and children
- adapt own methods of speech, communication and language in order to meet the needs, preferences and abilities of babies and children.

## **Transferable skills**

### **Problem solving and communication**

- When supporting children's development, talking to colleagues about how best to deal with unfamiliar situations.

### **Managing information**

- Using different types of information when supporting safe working.

### **Self-management and development**

- Demonstrating the ability to manage own time and development of own initiative.

### **Working with others**

- Supporting colleagues in children's development.

### **Thinking skills/adaptability**

- Adapting own behaviour when working in daily early years routines.

Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the links between communication, language and literacy development</b>		
<b>A.P1</b> Conduct an accurate observation of an experienced practitioner engaged in a communication, language and literacy-based activity with children in an early years setting.	<b>A.M1</b> Conduct a focused observation of an experienced practitioner engaged in communication, language and literacy-based activities with children in an early years setting.	<b>A.D1</b> Conduct an observation that analyses an experienced practitioner engaged in selected communication, language and literacy-based activities with children in an early years setting.
<b>Learning aim B: Support children with different communication needs and abilities</b>		
<b>B.P2</b> Communicate appropriately and follow instructions and guidance accurately when interacting with children with different communication needs or abilities in a communication-focused and language-based activity in an early years setting.	<b>B.M2</b> Communicate appropriately using a range of strategies in providing support to a child, and a group of children, with different communication needs and abilities during a communication-focused and language-based planned activity in an early years setting.	<b>B.D2</b> Communicate appropriately and confidently using a wide range of strategies to provide support and develop the language skills of a child, and a group of children, with different communication needs and abilities in a planned communication-focused and language-based activity in an early years setting.

## Essential information for assessment decisions

### Learning aim A

**For distinction standard**, learners will:

- analyse the delivery of the activity by the practitioner, including the environment for the delivery and the different factors that may have affected the delivery
- make accurate judgements of the delivered method to support language, communication and literacy skills development, and the appropriateness for the age of the children, using observations of the outcomes of the delivered activity.

**For merit standard**, learners will:

- show why identified communication, language and literacy-based approaches have been used for the children observed in the early years setting.

**For pass standard**, learners will:

- identify accurately the communication, language and literacy-based methods used by a practitioner to support children's language development in these areas.

### Learning aim B

**For distinction standard**, learners will:

- show how they have planned to support a chosen area of language development during a practitioner-led planned activity using different communication methods. They will explain why they have chosen the methods and how those specific methods will support children during the activity. They will make reference to the language development of specific children with different communication needs and/or abilities
- confidently and independently interact with children with different communication needs and abilities during the activity, using a range of appropriate communication strategies and resources to support their language development and ensuring different needs are met. Learners will have a good appreciation of how their interaction with the children can impact on children's language and communication development.

**For merit standard**, learners will:

- show how they have planned to support a chosen area of language development during a practitioner-led planned activity using different communication methods. They will identify the chosen methods and how those specific methods will support children during the activity. They will make reference to the language development of specific children with different communication needs and/or abilities
- demonstrate the use of different communication strategies and resources to support a child and a group of children with different communication needs and abilities, showing awareness of their impact on children's language or communication development.

**For pass standard**, learners will:

- identify the support required during a practitioner-led planned activity. They will identify the chosen methods and make reference to the language development required of specific children with different communication needs and/or abilities
- follow the instructions and guidance given to them by the practitioner to continue or support the interactions as guided, using different communication strategies and resources.

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. Tutors will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

*Units 3, 4, 5* and *6* all draw on learners' work placements. We provide a Placement Experience Assessment Portfolio of Evidence with suggested activities included. Learners should be set a realistic time to demonstrate summative achievement. The suggested activity below shows how experience from the work placement can be used to achieve this unit. The activity should be in the workplace and draw on learning from the unit, including the transferable skills.

The following suggested assessment activity could be used to produce the required evidence for this unit but centres are free to use comparable activities or other forms of evidence, provided that they meet the assessment requirements of the unit.

### Suggested assessment activity guidance

#### Activity

Learners could informally observe and analyse an experienced practitioner during a communication-focused and language-based activity, considering the approaches and methods the practitioner used to support the development of different children's communication-focused and language-based skills, including, where possible, children with specialist communication needs.

Learners could also support a communication-focused and language-based activity using a range of strategies to provide support and communicate appropriately with all those involved.

For the knowledge only pathway, the Assessment Portfolio of Evidence has been adapted with suggested alternative activities to demonstrate skills and knowledge.

#### Sources for types of evidence for the portfolio

- Records of planning and preparation.
- Signed record of their observation of the experienced practitioner communicating with the children.
- Learner assessment of activities.

**Assessment should take place during the work placement period(s) at a time that allows for retaking assessment.**

## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### **Introduction to unit**

Tutors introduce the unit by exploring why and how we communicate. Learners give examples of both aspects, e.g. using speech, body language, expression, and why we communicate, including to express our feelings, to ask for food/warmth.

Learners could explore their own experiences of communicating with children of different ages. They explore how the interaction was carried out, any development needs they identified and how they think they could support developmental progression.

**Suggested time:** about 3 hours.

#### **Activity: The importance of effective communication skills**

Tutors introduce learners to methods and forms of communication, and the areas of child development on which these impact.

Learners review and evaluate their own skills in communication and interpersonal skills, making recommendations for change. This could be achieved through reflection, peer feedback, role play or recorded interactions. Changes could be role-played or explained verbally by learners.

**Suggested time:** about 3 hours.

#### **Activity: The role of the Early Years Practitioner in supporting communication development**

Tutors explore with learners what they think is involved in being an Early Years Practitioner. Learners generate a list of tasks/activities and explain two per group, for example. They use the internet to identify job descriptions that state roles and responsibilities.

Learners experience a site visit to an early years setting, if possible, or use evidence from their own placement to develop an awareness of the factors that influence babies' and children's communication. They explore the process of initiating and maintaining relationships with children, families and others through the use of video, discussion and role play.

Learners role-play their findings, incorporating a presentation/explanation on the key factors to consider when assessing and observing children's communication and language development in their role as an Early Years Practitioner.

**Suggested time:** about 3 hours.

#### **Activity: Assessment and observation of children's communication**

Learners are supported to understand the purposes and recording methods of careful observation. This could include outside speakers, such as speech and language therapists, health workers, social workers, teachers or nursery managers, to explore the development and implementation of specific communication strategies to meet identified needs. Learners use simple observation sheets to generate discussion in relation to assessment and monitoring progress.

Learners develop, through group work, plans to support specific areas of communication, including for children with specific communication difficulties e.g. reading through the selection of appropriate books or text, verbal communication through the mediums of singing or group activities, use of specialist aids and equipment. They use internet research to explore the resources available and highlight appropriate examples to present to the rest of the group.

**Suggested time:** about 3 hours.

## UNIT 6: SUPPORTING CHILDREN'S COMMUNICATION, LITERACY AND LANGUAGE DEVELOPMENT

### Links to other units

This unit has links to:

- Unit 1: Policy and Practice for Working in Early Years Settings
- Unit 2: Child Development from Birth Up to Five Years
- Unit 3: Developing Professional Practice Skills for Work in Early Years Settings
- Unit 4: Supporting Children's Physical Care Needs in Early Years Settings
- Unit 5: Supporting Children's Learning Through Play
- Unit 7: Developing Professional Practice in Early Years Settings.

### Employer involvement

Please refer to *Work-placement requirements* in *Section 2*.

## Unit 7: Developing Professional Practice in Early Years Settings

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal Synoptic**

Guided learning hours: **60**

Credit: **11**

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### Unit in brief

Learners will develop the skills to reflect on their personal and professional development and to be able to plan their future professional developmental career needs while drawing on practical skills developed on work placement and knowledge of working safely and understanding of child development, play and learning.

### Unit introduction

Being an effective reflective practitioner is an essential lifelong learning and development requirement. Reflective practice is used to help practitioners such as early years practitioners develop and improve their skills, to review how they have dealt with different situations and to identify areas that need further development. This enables the Early Years Practitioner to provide a high-quality service and to adopt a more professional approach to their daily practice.

Reflective practice enables an Early Years Practitioner to develop the skills and knowledge they need to be able to provide the best possible care for children and families while also establishing an integral part of their future career development. This unit will develop your understanding of the importance of reflection at a personal and professional level and the ways in which using different models can help you with the reflective process. You will reflect on your skills and knowledge developed in Units 1, 2, 3, 4, 5 and 6; and your 280-hour work placement synoptically to plan your professional development using different reflective methods. Evidence for this unit will be gained from work placement and from the Portfolio of Evidence (PoE) which you will create from studying all the units in this qualification. You will be supported to take responsibility for your own learning, demonstrate your capacity to continuously learn and reflect on your own knowledge and practice. You will carry out a skills audit that evaluates your current strengths and areas for development and identify the training and further support needed to develop your role as an Early Years Practitioner.

On completion of this unit, you will have developed the skills to be able to actively and continuously reflect on, and plan for your own future personal and professional development needs and career pathways for working with children aged from birth to five years.

**As learners will be reflecting using examples from real practice in their workplace setting, it is essential that they respect the confidentiality of the information they use in this unit.**

### Learning aims

In this unit you will:

- A** Explore how reflective practice of own work supports self-development
- B** Carry out reflection on professional practice skills and in supporting children's communication, literacy and language development
- C** Carry out reflection on skills, knowledge and practice of supporting children's physical care needs and children's learning through play
- D** Review knowledge, skills and practice gathered to support own professional development as an Early Years Practitioner.

### Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Explore how reflective practice of own work supports self-development</p>	<p><b>A1</b> How early years practitioners use reflective practice</p> <p><b>A2</b> Methods of reflective practice</p>	<p>Information booklet or presentation that contains visual and photographic evidence illustrating:</p> <ul style="list-style-type: none"> <li>• what reflection is</li> <li>• importance/effectiveness of reflection for early years Practitioners</li> <li>• application of different methods of reflection on own work.</li> </ul> <p>Examples must be used to support work presented.</p>
<p><b>B</b> Carry out reflection on professional practice skills and in supporting children's communication, literacy and language development</p>	<p><b>B1</b> Reflecting on knowledge and skills when demonstrating professional practice skills</p> <p><b>B2</b> Reflecting on knowledge, skills and practice when supporting children's communication, learning, language and literacy development</p>	<p>Document that captures and identifies knowledge, skills and practices through the process of reflective practice that supports progression.</p> <p>The document must use appropriate examples taken from the PoE, work placement and assignment feedback with reference to:</p>
<p><b>C</b> Carry out reflection, on skills, knowledge and practice of supporting children's physical care needs and children's learning through play</p>	<p><b>C1</b> Reflecting on knowledge, skills and practice when supporting children's physical care needs</p> <p><b>C2</b> Reflecting on knowledge, skills and practice when supporting children's learning through play</p>	<ul style="list-style-type: none"> <li>• knowledge and understanding</li> <li>• skills and practices.</li> </ul> <p>(PoE to include sheet to capture learners evidence. This will help with skills audit)</p>
<p><b>D</b> Review knowledge, skills and practice gathered to support own professional development as an Early Years Practitioner</p>	<p><b>D1</b> Review own knowledge, skills and practice</p> <p><b>D2</b> Identify development needs with reference to a specific role within the early years sector</p>	<p>Presentation, written report or other appropriate method that discusses the different reflective methods used and identifies current strengths and areas for development. The submission should include:</p> <ul style="list-style-type: none"> <li>• strengths and areas for development using examples</li> <li>• area of early years practice, e.g. working with babies</li> <li>• training needs</li> <li>• identified sources</li> <li>• evaluation of the reflective process cycle.</li> </ul>

## UNIT 7: DEVELOPING PROFESSIONAL PRACTICE IN EARLY YEARS SETTINGS

<b>Key teaching areas in this unit include:</b>		
<b>Sector skills</b>	<b>Knowledge</b>	<b>Transferable skills/behaviours</b>
<ul style="list-style-type: none"> <li>• Application of Reflective Practice</li> <li>• Child development</li> <li>• Early years policies and practice</li> <li>• Own personal and professional development</li> <li>• Planning and presenting professional development pathway</li> </ul>	<ul style="list-style-type: none"> <li>• Methods of reflective practice</li> <li>• Importance and uses of reflective practice</li> <li>• Areas of provision and practice</li> <li>• Legislation, policies and procedures</li> <li>• Child developmental theory</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing for work</li> <li>• Developing practical and technical skills</li> <li>• Managing information</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Explore how reflective practice of own work supports self-development

Learners will understand the importance of reflective practice and the different methods of reflection that can be used to improve their working practice.

##### A1 How early years practitioners use reflective practice

- Importance of continuous reflection in early years practice, e.g. to ensure healthy growth, safety and welfare of children and improving own practice, knowledge and skills.
- Identifying and working towards own career goal pathway or specific role within an early years setting, e.g. working with children of different ages, working with children with specific learning needs.
- Recognising, developing and improving own knowledge, skills and practical competence, e.g. applying knowledge of children's development to support planning for children's play and language needs.
- Ways in which reflective practice can bring about change in own and others' knowledge, skills and behaviours, e.g. being observed, responding appropriately to parents'/carers' religious and cultural beliefs regarding food and nutrition, sharing information on the importance of healthy balanced diets and being physically active.
- The role of others in supporting own reflective practice and continual personal and professional development, e.g. feedback from tutor or supervisor on completion of required induction, assignment feedback on knowledge of developmental milestones applied to a children's art activity in practice.
- Using feedback from others to identify areas to improve own skills and knowledge, e.g. developing plans, adapting communication styles with different age ranges.
- Engaging in continuing professional development (CPD) which reflects the changing context of the early years sector, e.g. awareness of changing legislations such as the Early Years Foundation Stage (Welfare Requirements) Regulations 2012 which focuses on safeguarding practice, use of phonics in promoting language development.
- How reflection supports the management of challenges experienced in the workplace and how this improves practice of early years practitioners, e.g. adapting communication method and style to meet individual needs of children and adults.

##### A2 Application of reflective practice

Learners will develop an understanding of the use of different methods of reflection that support personal and professional development.

- Self-reflection, e.g. demonstrating caring for children's personal care needs, providing support to children through planned child-initiated play opportunities.
- Daily log, record of timekeeping skills, roles and responsibilities, equal opportunities.
- Physical care routine write-up, e.g. use of personal protective equipment (PPE) when changing babies' nappies.
- Feedback from tutors, supervisors, assessor, peers and others, contribution in team meetings, carrying out risk assessment on safety of activities/resources/environment.
- Observations of practice using techniques, e.g. narratives of children's play activities in understanding child development theory, non-participant observations of peers during play and literacy activities.

## UNIT 7: DEVELOPING PROFESSIONAL PRACTICE IN EARLY YEARS SETTINGS

- Witness statements, e.g. carrying out daily routines, supporting children's personal care routines, preparing children's snacks.
- Routine write-up recording daily routines in setting, maintaining safety of equipment and resources during play activities.
- Records of activities, e.g. diary accounts of supporting colleagues in planning and carrying out play opportunities, implementing the EYFS appropriately.
- Use of models of reflective practice: one from Kolb's learning cycle, Gibbs reflective cycle, Rolfe's reflective model.

### **Learning aim B: Carry out reflection on professional practice skills and in supporting children's communication, literacy and language development**

Learners will collate evidence of reflection carried out during their work placement to identify how they have applied their knowledge, skills and practice when supporting children's learning and development and when developing and demonstrating own professional practice skills.

#### **B1 Reflecting on knowledge and skills when demonstrating professional practice skills**

- Application of knowledge of relevant policies and procedures and children's development from birth to five years, e.g. welfare of the child, providing age/stage-appropriate problem-solving activities.
- Demonstration of professional standards of conduct:
  - personal presentation style, e.g. dress, personal hygiene
  - professional and positive approach to work, e.g. enthusiasm, diplomacy, developing positive relationships with others
  - own accountability relating to following relevant policies and procedures.
- Developing positive organisation and timekeeping skills:
  - strategies used to plan time and manage workload, e.g. diary, SMART targets
  - familiarisation of required hours of work/learning, e.g. timetables, hours of work
  - accessing support, e.g. ability to carry out tasks, meeting deadlines
  - adhering to rules and codes of conduct, e.g. use of mobile phones, smoking, hot drinks
  - awareness of impact of poor attendance, timekeeping and organisation, e.g. effects on children, parents/carers' confidence in setting.
- Communication with colleagues and visitors:
  - demonstrating effective communication skills with colleagues, professionals, parents and carers, e.g. responding positively to others, clarifying understanding
  - adapting communication skills appropriately to the needs of individuals and situations
  - respecting confidentiality, e.g. verbal, non-verbal/written communication, formal and informal language
  - demonstrating a good standard of written and spoken English, IT skills, literacy and numeracy, e.g. displays, posters, notes to colleagues about children's observations
  - professional conduct when admitting visitors and answering telephones, e.g. access, signing-in arrangements, use of professional language on telephone
  - responding appropriately to parental requests, e.g. actively listening, clarifying requests, showing respect
  - impact of inappropriate communication, e.g. effects on parents/carers and children's confidence in setting, misinterpretations, errors.
- Supporting colleagues in meeting children's needs:
  - supporting and carrying out daily routines, e.g. welcoming children and carers, observing children during play activities, preparing resources, taking part in team meetings
  - working as part of a team in daily routines, e.g. helping to prepare and maintain clean and safe environments, meeting children's hygiene needs, supporting colleagues during play activities or outings.

- Contributing to record keeping:
  - recording different types of information, e.g. children’s daily logs, records of visitors to the setting
  - recognising impact of poor record keeping or information handling, e.g. children’s health safety and wellbeing, Ofsted implications.

## **B2 Reflecting on knowledge, skills and practice when supporting children’s communication, learning, language and literacy development**

- Application of knowledge of policies and procedures and children’s development from birth to five years, e.g. empowering children, giving choices, use of verbal and non-verbal communication for different ages.
- Using knowledge and skills to communicate with children:
  - use of appropriate methods to communicate with children, e.g. age/stage development, verbal and non-verbal
  - engaging in interactions to support language development, e.g. syntax, tone and pitch of speech
  - overcoming barriers to communication, e.g. environment, sensory impairments, speech difficulties, children whose first language is not English.
- Engaging with children aged birth to five years using verbal and non-verbal communication, e.g. use of facial expressions, eye contact, hand gestures, body language.
- Supporting colleagues in planning, observing children’s interactions, e.g. supporting activities to develop language and literacy.
- Creating environments that encourage communication and language, e.g. noise levels, lighting.
- Participating in reading with children of different ages/stages, e.g. picture books, braille, pictorial displays, home language signs.
- Observing practitioners undertaking communication, language and literacy-based activities, e.g. story time, show and tell.
- Supporting others in communicating effectively with children of different ages/stages/needs, e.g. using role modelling following observations of practitioners engaging children in language activities; effective use of specialist aids and equipment
- Encouraging language use for babies and children, using appropriate strategies, e.g. allowing time for children to express themselves.

## **Learning aim C: Carry out reflection on skills, knowledge and practice of supporting children’s physical care needs and children’s learning through play**

Learners will collate evidence of reflection carried out during their work placement to identify how they have applied their knowledge skills and practice when supporting children’s physical care needs and learning through play.

### **C1 Reflecting on knowledge, skills and practice when supporting children’s physical care needs**

- Application of knowledge of policies and procedures and children’s development from birth to five years, e.g. use of appropriate PPE, encouraging independence in hand washing routines.
- Supporting care routines, e.g. feeding, cleaning and dressing, preparing for sleep:
  - observing and supporting others, e.g. hand washing, toilet routines, dressing.
- Following procedures and guidance when supporting children’s physical care needs
  - ensuring policies and practice are carried out, e.g. staff-child ratios, following health and safety guidance, use of PPE, safeguarding children, keeping appropriate records.

## UNIT 7: DEVELOPING PROFESSIONAL PRACTICE IN EARLY YEARS SETTINGS

- Promoting dignity and respect and encouraging independence:
  - maintaining privacy and dignity, e.g. during nappy changing, toileting
  - promoting children’s independence, e.g. encouraging own dressing and undressing
  - demonstrating awareness and implementing Early Years Foundation Stage (EYFS) welfare guidance regarding personal, social and emotional development (PSE) development, e.g. encouraging respect, emotional security, confidence and creativity
  - own responsibilities in protecting and promoting the welfare of children
  - how to obtain support and advice for safeguarding self
  - supporting others in ensuring the safety of children and their environment, e.g. risk assessments, visitors, accidents and emergencies, safeguarding, risks and hazards on outings
  - supporting others to maintain cleanliness and hygiene, e.g. infection control, waste disposal, sterilisation procedures.
- Supporting others in setting up and tidying away activities, e.g. wiping down tables, safe storage of children’s belongings.
- Supporting others by preparing snacks for children, e.g. awareness of healthy eating, current dietary guidelines, food allergies, religious and cultural preferences, portion sizes.
- Supporting children during meal and snack time, e.g. sitting with children, promoting positive responses to food, encouraging acceptable table practices.
- Promoting children’s choice and independence, e.g. involving children in talking about healthy foods, encouraging use of cutlery, joining in with mealtimes.

### **C2 Reflecting on knowledge, skills and practice when supporting children’s learning through play**

- Application of knowledge of policies and procedures and children’s development from birth to five years, e.g. use of EYFS in planning early years curriculum, providing opportunities for play indoors and outdoors.
- Categories of types of play observed indoors and outdoors, e.g. imaginative play and physical play.
- Observations of children in understanding stages of play, e.g. solitary, parallel, social play in different areas of provision
- Recognition of the importance and benefits of play for children, e.g. relationships between play and learning, importance of providing play and learning to support different areas of development.
- Observations/recording information on different forms of play provision across all areas of development, e.g. climbing, friendships, problem solving, language development.
- Supporting others to create and maintain stimulating and enabling environments, e.g. organising indoor and outdoor play areas, planning and maintaining designated play areas.
- Contributing to play and learning curriculum plans, e.g. areas of EYFS curriculum, short-, medium- and long-term planning.
- Identifying, selecting, using and maintaining appropriate resources and equipment for play and learning activities, e.g. indoor and outdoor resources, hazards related to age/stage development, preparing and organising resources to engage children in activities, supporting independence.
- Supporting children’s play opportunities, e.g. child-initiated, adult-led, child-led activities, roles and responsibilities in observing children’s activities and development, use of appropriate skills to support play in different contexts.
- Approaches to support child-initiated/adult-led play, e.g. literacy, mathematics, language and communication, social and emotional.
- Observing others and supporting children’s individual play and learning needs, e.g. assessment of individual needs, procedures for sharing information, methods of recording specific needs, supporting and extending activities.

**Learning aim D: Review knowledge, skills and practice gathered to support own professional development as an Early Years Practitioner**

Learners will reflect on knowledge, skills and practice to identify professional development needs required for an Early Years Practitioner.

**D1 Review own knowledge, skills and practice**

Learners will review evidence of knowledge, skills and practice developed and applied to identify current strengths and areas of development and to evaluate the effectiveness of the reflective practice cycle.

- Use of different methods of reflection to identify strengths and areas of development.
- Strengths and areas of development that relate to a specific early years practitioner role such as:
  - policies and procedures, e.g. safeguarding when dealing with children's personal needs
  - children's development and learning, e.g. working with babies, children over four years old
  - professional practice skills, e.g. communication skills with adults, personal presentation styles
  - children's physical care needs, e.g. feeding and caring for babies
  - children's learning through play, e.g. art and craft activities to develop children's imaginative skills
  - communication, literacy and language, e.g. learning signing, story time.

**D2 Identify development needs with reference to the Early Years Practitioner role within the early year sector**

Learners will carry out a skills audit to identify professional development and training needs for an Early Years Practitioner.

- Identify the skills needed to work as an Early Years Practitioner when working, e.g.:
  - with babies 0 to 12 months
  - with children with special needs
  - with children who have English as their second language/additional language.
- Identify additional skills and the training needed to meet the needs of the Early Years Practitioner, e.g. following parental wishes when feeding and changing babies' nappies, use of the Picture Exchange Communication System (PECS) for children with autism, use of home language signs around the settings.
- Sources of training and further development, e.g. local authority training, formal training through further education colleges, on-line training and resources.
- Evaluation of effectiveness of reflective methods and reflective cycle process in supporting personal and professional development.

### Transferable skills

#### Preparing for work

- Personal and professional conduct and behaviours, importance of positive presentation skills, including language, dress, behaviours.
- Timekeeping and organisational skills, proactive attitude.

#### Developing practical and technical skills

- Demonstrating methods of practice, to include personal and professional conduct when communicating and working with colleagues, parents/carers and families.
- Communicating and working with children, supporting areas of development, supporting others in planning and supervising play opportunities for children.
- Supporting others and having regard for the health, safety and welfare of children and others inside early years settings.

#### Managing information

- Using information gained from knowledge and putting into practice, e.g. theories of child development, policies and procedures for working in early years settings.
- Awareness of confidentiality, recording and reporting information.

### Assessment criteria

Learners must use evidence gained from their work placement, Portfolio of Evidence and class room assessment to support the assessment. They will provide examples from their own experience to show how they have used reflective practice to support self-development, identify their strengths, areas of interest and any additional training needed for their identified career goal.

Pass	Merit	Distinction
<b>Learning aim A: Explore how reflective practice of own work supports self-development</b>		
<b>A.P1</b> Identify ways that reflective practice is used to support personal and professional development in early years practice.	<b>A.M1</b> Describe how appropriate methods of reflective practice are used to monitor and improve personal and professional development in early years settings.	<b>A.D1</b> Evaluate different methods of reflective practice used to develop personal and professional practice in early years settings.
<b>A.P2</b> Identify appropriate methods of reflective practice with reference to a range of roles and responsibilities in early years settings.		
<b>Learning aim B: Carry out reflection on professional practice skills and in supporting children’s communication, literacy and language development</b>		
<b>B.P3</b> Demonstrate appropriate reflection on own professional practice, knowledge and skills when working in early years settings.	<b>B.M2</b> Demonstrate appropriate and detailed reflection on own professional practice, knowledge and skills and support of children’s communication, literacy and language development, with reference to relevant examples.	<b>B.D2</b> Demonstrate appropriate, comprehensive and insightful reflection on own professional practice, knowledge and skills and support of children’s communication, literacy and language development, with reference to detailed examples.
<b>B.P4</b> Demonstrate appropriate reflection on own knowledge and skills when supporting children’s communication, literacy and language development.		

<p><b>Learning aim C: Carry out reflection on skills, knowledge and practice of supporting children’s physical care needs and children’s learning through play</b></p>		
<p><b>C.P5</b> Demonstrate appropriate reflection of own knowledge, skills and practice used when supporting children’s physical care needs.</p>	<p><b>C.M3</b> Demonstrate appropriate and detailed reflection on own knowledge, skills and practice used when supporting children’s physical care needs and learning through play with reference to relevant examples.</p>	<p><b>C.D3</b> Demonstrate appropriate, comprehensive and insightful reflection on own knowledge, skills and practice used when supporting children’s physical care needs and learning through play with reference to detailed examples.</p>
<p><b>C.P6</b> Demonstrate appropriate reflection on own knowledge, skills and practice used when supporting children’s learning through play.</p>		
<p><b>Learning aim D: Review knowledge, skills and practice gathered to support own professional development as an Early Years Practitioner</b></p>		
<p><b>D.P7</b> Review own knowledge, skills and practice to identify current strengths and areas for improvement for an Early Years Practitioner.</p>	<p><b>D.M4</b> Present a detailed skills audit with reference to strengths, areas for improvement and further training needs for an Early Years Practitioner.</p>	<p><b>D.D4</b> Present a comprehensive and insightful skills audit with in-depth reference to strengths and areas for improvement and relevant training needs for an Early Years Practitioner.</p>
<p><b>D.P8</b> Present own skills audit that identifies further skills and training needs for an Early Years Practitioner.</p>		

## Essential information for assessment decisions

### Learning aim A

**For distinction standard**, learners will:

- produce comprehensive evidence, e.g. an information booklet or presentation, detailing the importance of using reflection in early years and the ways in which it can be used to improve knowledge, skills and practice in early years. The information will evaluate the effectiveness of different methods used in a range of contexts, e.g. observations of colleagues communicating with children, tracking records of children's socialisation skills and how continuous reflection on knowledge, skills and practice can support self-development both personally and professionally
- include in the evidence a wide range of examples of the methods used that demonstrates their knowledge and understanding of how the different methods of reflective practice can be applied in different context have been used, e.g. use of self-reflection to evaluate own contribution towards supporting others in various routines and activities. Learners will evaluate the identified examples in order to justify the effectiveness of the methods used for reflection
- present their evidence to a high standard with appropriate use of a wide range of examples and correct use of terminology.

**For merit standard**, learners will:

- produce evidence, e.g. an information booklet or presentation, demonstrating the importance of reflection how it can be used to improve knowledge, skills and practice in early years. The information will describe the different methods used and how they support continuous development
- include in the evidence a range of examples that demonstrates their knowledge and understanding of how different methods of reflective practice have been used
- present their evidence to a good standard, with use of examples and correct use of terminology.

**For pass standard**, learners will:

- produce evidence, e.g. an information booklet or presentation that outlines the importance of reflection in early years practice
- include some examples of the methods used which may be in the form of a list
- present their evidence to a satisfactory standard, with use of some examples and correct use of terminology.

### Learning aim B

**For distinction standard**, learners will:

- present comprehensive and insightful information that captures evidence of work placement activities which is evaluated and from which valid and appropriate development actions are identified, e.g. feedback from others on communication and presentation skills. Learners will show initiative and independence of relevant knowledge and skills and how it is applied in individual/different situations
- include evidence of knowledge, skills and practice developed and applied, with relevant links to Units 3 and 6 covered in the qualification, e.g.:
  - feedback from tutor giving evidence of learners supporting children's communication, literacy and language development
  - witness statements from colleagues on learners' contribution to planning meetings, and their demonstration of professional behaviours
  - observations of colleagues communicating with children and parents/carers
  - planning play opportunities for children of different ages/stages of development

## UNIT 7: DEVELOPING PROFESSIONAL PRACTICE IN EARLY YEARS SETTINGS

- include concise information and collated evidence from Units 3 and 6 that demonstrate strengths and areas for improvement.

**For merit standard**, learners will:

- produce detailed information that captures evidence from work placement activities
- include evidence of knowledge, skills and practice developed and applied, with links to units covered in the qualification
- include relevant information and collated evidence from Units 3 and 6 in the qualification that demonstrate strengths and areas for improvement.

**For pass standard**, learners will:

- produce appropriate information that captures satisfactory evidence from work placement activities
- include evidence of knowledge, skills and practice developed and applied
- include some information and collated evidence from Units 3 and 6 in the qualification that demonstrate strengths and areas for improvement.

### Learning aim C

**For distinction standard**, learners will:

- present comprehensive and insightful information that captures evidence of work placement activities which is evaluated and from which valid and appropriate development actions are identified, e.g. feedback from others supporting children's physical care needs. Learners will show initiative and independence of relevant knowledge and skills and how it is applied in individual/different situations
- include evidence of knowledge, skills and practice developed and applied, with relevant links to Units 3 and 6 covered in the qualification, e.g.:
  - feedback from tutor giving evidence of learners supporting children's play activities
  - witness statements from colleagues on learners' contributions supporting children's care routines
  - observations of colleagues encouraging children to engage in sustained shared thinking
  - planning play opportunities for children of different ages/stages of development
- include concise information and collated evidence from Units 4 and 5 in the qualification that demonstrate strengths and areas for improvement.

**For merit standard**, learners will:

- produce detailed information that captures evidence from work placement activities
- include evidence of knowledge, skills and practice developed and applied, with links to units covered in the qualification
- include relevant information and collated evidence from Units 4 and 5 in the qualification that demonstrate strengths and areas for improvement.

**For pass standard**, learners will:

- produce appropriate information that captures satisfactory evidence from work placement activities
- include evidence of knowledge, skills and practice developed and applied
- include some information and collated evidence from Units 4 and 5 in the qualification that demonstrate strengths and areas for improvement.

**Learning aim D**

**For distinction standard**, learners will:

- produce a comprehensive skills audit that reviews evidence of knowledge, skills and practice gathered during work placement
- include concise information and collated evidence from all units in the qualification, demonstrating strengths and areas for improvement, e.g. good communication skills with children, developing skills with parents/carers
- include in the skills audit well-considered and comprehensive evidence that they have reflected on all areas of knowledge, skills and practice to identify their own developmental needs as an Early Years Practitioner, including:
  - skills needed to work as an Early Years Practitioner, e.g. working with babies 0 to 12 months
  - further skills and training needed e.g. current welfare regulation
  - sources of training, e.g. local authority workshops, formal training through further education colleges.

**For merit standard**, learners will:

- produce a detailed skills audit that reviews evidence of knowledge, skills and practice gathered during work placement
- include detailed information and collated evidence from all units in the qualification, demonstrating strengths and areas for improvement
- include in their skills audit, detailed evidence that they have reflected on most areas of knowledge, skills and practice to identify their own developmental needs including the skills needed to work as an Early Years Practitioner, any further skills and training needed and sources of training identified.

**For pass standard**, learners will:

- produce an audit that reviews evidence of knowledge, skills and practice gathered during their work placement
- include information and evidence from all units in the qualification, demonstrating their strengths and areas for improvement
- include in their skills audit, evidence that they have reflected on essential areas of knowledge, skills and practice to identify their own developmental needs as an Early Years Practitioner, any further skills and training needed and sources of training. The evidence may be brief and in the form of a list.

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. Section 6 gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can, therefore, be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

### Suggested assessment activity guidance

For completion of this unit, learners must produce an information booklet/presentation that details the importance of reflection together with an assessment of the different methods used in different contexts. In doing this, learners must clearly compare and contrast different methods and discuss their advantages and disadvantages in different situations.

Learners must use the information gathered from their reflective practice work placement to support their progression into a specific a role as an Early Years Practitioner. Information must include evidence from all units in this qualification (Units 1 to 6).

In doing this, they must clearly record their information using an appropriate format and with reference to valid examples, strengths and areas for improvement.

To support their own professional development, learners will need to present information identifying the knowledge, skills and practice needed to support them in an Early Years Practitioner role.

The presentation could be visual or in written format on:

- why they have chosen the selected early years practitioner role
- knowledge and skills that are required for the role
- examples (visual/audio) of the application of knowledge and skills developed on the qualification relevant to the role (this must include how they have improved on these since their work placement)
- additional training needed to meet knowledge and skills needed for the role.

## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### Introduction to unit

Learners will explore in small groups their understanding of reflective practice and draw up key definitions and discuss as whole group.

Tutors introduce learners to the purpose of the unit and the skills that will be developed. This includes the Portfolio of Evidence (PoE) and guidance on how this will be completed throughout the course.

Learners complete initial aspects of the PoE and compile their current CV to see which skills they have and how these skills link to the role of an Early Years Practitioner.

Learners investigate Learning Aim A before the other units are taught so that they know how to use their knowledge and skills to gather evidence during their work placement.

**Suggested time:** about 3 hours.

#### Activity: Reflective practice in action

Each learner compiles information of where they have used reflection during a normal day. Their feedback contributes to whole-class definition of reflection. Tutor to prompt and support discussion, suggesting instances of reflection, for example deciding what to wear, what to eat, working out routes to work.

Tutor-led discussion on the importance of reflection and its role in supporting both personal and professional development. Tutors encourage debate on the role of others supporting reflective practice and using feedback from others to support own development.

Activities using different forms of methods for reflection, for example observations, self-reports. Groups of learners discuss the advantages and disadvantages of using different methods in different contexts.

Activities on other reflective practice models and their use in supporting learners' own reflective practice, for example Rolfe, Gibbs, Kolb.

**Suggested time:** about 6 hours.

#### Activity: Reflecting on own professional practice, and support provided for children's communication, literacy and language

Tutor and peer group support identifying forms of evidence that can be gathered to be able to reflect on professional practice skills.

Small group investigate the different forms of communication required for different situations for example responding to an upset child aged 3, responding to a dissatisfied parent. Discuss different forms of communication and the importance of adapting style and method to meet individual needs as well as the importance of positive professional skills in communicating with different professionals. Tutors encourage learners to reflect on their own communication methods and how they may be perceived by others.

Learners research forms of sign language and learn a few signs, for example, hello, goodbye, how are you? etc. Tutors encourage learners to use them with children and to reflect on the benefits of sign language and other forms of nonverbal communication.

Paired and group activities, for example:

- Chinese Whispers: pass a message around the class to see if the same message is transmitted. Discuss the ways in which information can be misinterpreted. Tutor to encourage learners to reflect on how misinterpretation can impact on themselves and others.

- Ask learners to sit in pairs and ask one from each pair to leave the room.
  - The learners outside are instructed to think about an event, holiday or social event they have attended and to talk to their partner about it.
  - The learners remaining in class are instructed to show behaviours that indicate they are listening to their partner. On a signal from the tutor, they should pay no attention for example talk to another partner, stare out of the window, start to write something.
  - After the activity, learners are asked how they felt when they were being listened to/not listened to. Tutors to encourage learners to reflect on this and how it applies to working practice.

**Suggested time:** about 6 hours.

### **Activity: Children’s physical needs and learning through play**

Group activities exploring learner’s knowledge of child protection they have gained from their practice in work placements. Learners debate different policies and procedures relating to safeguarding and make links to current legislation through internet and/or library sources. They debate the importance of own professional practice in promoting children’s welfare. Learners identify forms of reflection that can be used to meet the requirements of the PoE.

Tutor carries out demonstration of for example, changing nappies, preparing bottles or food for children, while making deliberate errors, such as not wearing PPE, preparing inappropriate food for a child’s age, not giving privacy. Learners identify mistakes and reflect on the consequences of the mistakes made.

Tutors gives learners copies of the Early Years Foundation Stage or directs them to internet sources. Learners are given examples of different activities and are asked to reflect on how they can be adapted for indoors and outdoors.

Tutors provides examples of activities and resources for children of different ages and stages and asks learners to reflect on the impact of giving children the correct resources and/or inappropriate resources.

In pairs learners develop short- and medium-term plans. They share their plans with other pairs, reflecting and amending where necessary. Tutors to encourage learners to reflect on the benefit of working collaboratively with others and how this can enhance opportunities for children’s learning and development.

Learners engage with role play activities on literacy, mathematics, language and communication or with social and emotional issues with a focus on child-initiated and adult-led play. Tutors to encourage learners to reflect on the appropriateness of different types of play and activities, for examples the benefits of adult intervention when children complete a puzzle, linking back to theory (Vygotsky).

**Suggested time:** about 10 hours.

### **Activity: Identifying career goals working as an Early Years Practitioner**

Learners work in small group to share their identified strengths and areas for development, providing examples.

Individually, learners develop their skills audits to identify the skills needed to work as an Early Years Practitioner and to identify further training needs. Tutors to suggest possible sources of training, where necessary.

Learners deliver individual presentations to the whole class using slides/poster presentation to include:

- evidence of strengths and areas for development, using examples
- using their skills audit to identify the skills needed to work in a specific role as an Early Years Practitioner
- identification of sources of training, CPD available
- evaluation of the reflective practice cycle and its value in supporting both personal and professional development.

**Suggested time:** about 8 hours.

## Links to other units

The table below illustrates how knowledge, understanding and skills from units across this qualification provide links to *Unit 7: Developing Professional Practice in Early Years Settings*.

Unit	<b>Synoptic links to Unit 7.</b> Content that contributes to areas of development to support progression to roles in the early years sector
<i>Unit 1: Policy and Practice for Working in Early Years Settings</i>	<ul style="list-style-type: none"> <li>• Awareness of legislation and policies such as health and safety, safeguarding, child protection and equality</li> <li>• Promoting a safe environment in the early years settings</li> <li>• Recognising and treating of childhood illnesses and infections</li> <li>• Awareness of anti-discriminatory practice - equality, diversity and inclusion</li> </ul>
<i>Unit 2: Child Development from Birth up to Five Years</i>	<ul style="list-style-type: none"> <li>• Knowledge of the different areas of development from birth up to five years - physical, cognitive, language, social, emotional</li> <li>• Recognising atypical development and impact on the child's development</li> <li>• Factors that affect areas of children's growth and development</li> </ul>
<i>Unit 3: Developing Professional Practice Skills for Work in Early Years Settings</i>	<ul style="list-style-type: none"> <li>• Demonstrating professional behaviour – timekeeping skills, professional standards of conduct</li> <li>• Communicating with colleagues and visitors appropriately and effectively</li> <li>• Supporting colleagues in meeting children's needs</li> </ul>
<i>Unit 4: Supporting Children's Physical Care Needs in Early Years Settings</i>	<ul style="list-style-type: none"> <li>• Following procedures and guidance when carrying out physical care routines – changing, cleaning and dressing</li> <li>• Promoting children's dignity and respect and encourage independence</li> <li>• Supporting and encouraging children at meal and snack time</li> </ul>
<i>Unit 5: Supporting Children's Learning Through Play</i>	<ul style="list-style-type: none"> <li>• Supporting children in planned play and learning activities</li> <li>• Recognising stages of play to support children at different ages and stages</li> <li>• Recognising benefits of play in aiding children's development</li> </ul>
<i>Unit 6: Supporting Children's Communication, Literacy and Language Development</i>	<ul style="list-style-type: none"> <li>• Supporting children's communication, literacy and language development for different ages/abilities</li> <li>• Developing communication strategies for Special Educational Needs and Disability (SEND, English as a second language (ESL) and English as an Additional Language (EAL)</li> </ul>

### Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- design/ideas to contribute to unit assignment, case study and project materials
- work experience
- coaching and mentoring
- own business materials as exemplars
- support from local business staff as mentors.

## 4 Planning your programme

### Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that recruited learners have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 1.

Learners are most likely to succeed if they have:

- three or four GCSEs at intermediate grades and/or
- BTEC qualification(s) at Level 1 or Level 1/2
- Level 1 equivalent achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-educational experience.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer this qualification – so that you are ready to assess learners and so that we can provide the support needed. Further information is given in *Section 8 Administrative arrangements*.

### What level of sector knowledge is needed to deliver this qualification?

We do not set any requirements for tutors but expect centres to assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date with current industry practice. This will give learners a rich programme to prepare them for progression.

### What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualification. For some units, specific resources are required.

### What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each unit includes delivery guidance and suggested assessment tasks. Using the delivery guidance and suggested assessment tasks, and our additional free delivery guidance and assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This will naturally draw in the kind of broader attributes valued in the sector, for example empathy in childcare, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.

## What are the requirements for meaningful employer involvement?

This qualification has been designed as a Technical Certificate qualification and as an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. See *Section 2 Structure* for the requirements for employer involvement.

### Support for employer involvement

It is important that you give learners opportunities which are of a high quality and that are directly relevant to their study. We will support you in this through our guidance materials and by giving you examples of best practice. See *Section 11 Resources and support* for details of the support available, including the Work Experience Toolkit.

## What support is available for delivery and assessment?

We provide a wealth of support materials, including schemes of learning, delivery plans, assignment briefs, additional papers for external assessments and examples of marked learner work.

To support you with planning your assessments, you will be allocated a Standards Verifier early in the planning stage. There will be extensive training programmes and support from our Subject Advisor team.

For further details see *Section 11 Resources and support*.

## How will my learners become more employable through this qualification?

Learners will be acquiring the key technical and sector knowledge, and practical and technical skills that employers need. Employability skills, such as team working and entrepreneurialism, and completing realistic tasks have also been built into the design of the learning aims and content. This gives tutors the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

## 5 Assessment structure

The Pearson BTEC Level 2 Technical Diploma is assessed using a combination of *internal assessments*, which are set and marked by tutors, and an *external assessment(s)*, which is set and marked by Pearson.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and is in line with requirements from employers.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

One internally-assessed unit in the qualification is defined as synoptic (see *Section 2 Structure*). A synoptic assessment is one that a learner should take later in a programme and in which they will be expected to apply learning from a range of units. As such, you must plan the assignments so that learners can demonstrate learning from across their programme.

We have addressed the need to ensure that the time allocated to final assessment of internal and externally-assessed units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 8 Administration arrangements*.

## 6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook* available on our website. All members of the assessment team need to refer to this document.

For this qualification, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. You can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

### Principles of internal assessment

Our approach to internal assessment for this qualification offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 8 Administrative arrangements*.

### Operating internal assessment

#### The assessment team

It is important that there is an effective team for internal assessment so that all assessment is planned and verified. For this qualification it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full information is given in the *Pearson Quality Assurance Handbook*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for the planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor.
- assessors set or use assignments to assess learners to national standards.

#### Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the internally-assessed units and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

### Effective organisation

Internal assessment needs to be well organised so that learners' progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards.

We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 11 Resources and support* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

### Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

You are encouraged to employ a range of formative assessment approaches before putting learners through to the assignments to formally assess the units. Formative assessment supports teaching and learning, and should be ongoing throughout the learning process. It enables tutors to enhance learning by giving learners constructive feedback so that they can identify their strengths and weaknesses and to put measures in place to target areas that need work. Formative assessment approaches that incorporate reflective learning and regular skills assessment are important in encouraging self-development and reflective practice, to ensure that learners progress.

### Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. This assignment will be separate from the practice and exploration activities that have been used during the learning period, and learners must understand that the assignment is being used to judge the learning aims. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria.

When setting your assignments, you need to work with the information given in the *Essential information for assessment decisions* and the *Assessment activity* sections of the units. You can choose to use the suggested scenarios or to adapt them to take account of local circumstances, provided that assignments are verified.

In designing your own assignment briefs you should bear in mind the following points.

- A learning aim must always be assessed as a whole and must not be spilt into two or more tasks.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- Learners should be given clear tasks, activities and structures for evidence; the criteria should not be given as tasks.
- You must ensure that assignments for synoptic assessment are designed to enable learners to draw on the specific units identified and demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge in an integrated way. Assignments for the synoptic unit will be monitored at programme level as part of the standards verification process to ensure that they encourage learners to select and apply their learning from across the qualification in an integrated way.
- Where there is a requirement for assessment to be conducted in the real work environment (mandatory work placement), assignments must be designed to facilitate this. Where there is no mandatory requirement for workplace assessment but learners will be in work placement or work experience settings as a part of the programme, then it would be worthwhile if these assignments were also designed for completion in the real work environment. You must ensure that the work placement or work experience setting gives learners the opportunity to achieve at all grade levels.
- For the knowledge only pathway, alternative methods of evidence could be used such as professional discussion, simulation or case study where work placement evidence is not possible.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning objective. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out a practical performance, then they must address all the relevant range of content that applies in that instance.

An assignment brief should have:

- a vocational scenario or context that motivates the learner to apply their learning through the assignment
- an audience or purpose for which the evidence is being provided
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks.

## Forms of evidence

The units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information on suitable forms of evidence that would give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

The main forms of evidence include:

- observation and recordings of practical tasks or performance in the workplace with supporting evidence
- projects
- recordings of role play, interviews and other types of simulated activities

- oral or written presentations with assessor questioning
- work logbooks, reflective journals.

It is important to note that an observation record is a source of evidence and does not confer an assessment decision. It must be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance and must clearly document the rationale for the assessment decision. Observation records should be accompanied by supporting evidence, which may take the form of videos, audio recordings, photographs, preparation notes, learner logs and other similar types of record.

The form(s) of evidence selected must allow:

- the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- the learner to produce evidence that is their own independent work
- a verifier to independently reassess the learner to check the assessor's decisions.

Centres need to take particular care in ensuring that learners produce independent work.

## Making valid assessment decisions

### Assessment decisions through applying unit-based criteria

Assessment decisions for this qualification are based on the specific criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual learning aims. The assessment criteria for a unit are hierarchical and holistic where in satisfying the M criteria a learner would also have satisfied the P criteria. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

### Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information provided in units and training materials. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the Essential information for assessment decisions section in each unit
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

### Authenticity of learner work

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 8 Administrative arrangements*.

### Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who did not complete assignments by your planned deadline or an authorised extension deadline, if one was given for specific circumstances, may not have the opportunity to subsequently resubmit. Similarly, learners who submit work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is a Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances and where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Internal Assessment* available on our website. We provide information on writing assignments for retakes on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).

## 7 External assessment

A summary of the type and availability of external assessment for this qualification is given below. These external assessments assess units that are 25% of the total qualification GLH and are weighted to contribute the same proportion of the overall qualification grade. The external assessments for these qualifications are available so that learners may be assessed at any suitable point in their programme.

See the units and sample assessment materials for more information.

Unit	Type	Availability
<b>Unit 1: Policy and Practice for Working in Early Years Settings</b>	<ul style="list-style-type: none"> <li>• Onscreen test set and marked by Pearson.</li> <li>• 1 hour and 15 minutes.</li> <li>• 60 marks.</li> </ul>	On demand First assessment March 2018
<b>Unit 2: Child Development from Birth Up to Five Years</b>	<ul style="list-style-type: none"> <li>• A task set and marked by Pearson and completed under supervised conditions</li> <li>• The set task should be completed during the period of two days timetabled by Pearson</li> <li>• The set task must be carried out under supervised conditions</li> <li>• The final outcome must be completed in a 2.5 hour supervised assessment period</li> <li>• Task to be completed using the answer booklet provided by Pearson</li> <li>• 50 marks.</li> </ul>	Two timetabled periods each year First assessment March 2018

For *Unit 1*, onscreen tests are available on demand starting from March 2018. These tests use a range of question types including examiner-marked. As tests have a full marking process, results for individual learners will be released once the process is complete and the time to results issue will vary.

For *Unit 2*, there will be two different assessment opportunities each year (March and June). We will issue results for each task after the marking period for that task.

We will provide a detailed timetable for entries, assessment and results annually in our Information Manual. Resits cannot be scheduled until a learner's result has been issued.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment, you will want to take account of required learning time, the relationship with any other external assessments and opportunities for resits. Learners who take an external assessment and who do not perform as expected may have one further opportunity using a later external assessment. Learners cannot take a further assessment until they have a result from the first assessment.

### Units

The externally-assessed units have a specific format, which we explain in *Section 3 Units*. The content of units will be sampled across external assessments over time through appropriate papers and tasks. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors.

## Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website.

## Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. You need to ensure that learners are aware that they need to work independently and be aware of the requirements for any external assessment.

Each external assessment has a defined degree of control under which it must take place. We define degrees of control as follows.

### High control

This is the completion of assessment in formal invigilated examination conditions. This applies to onscreen tests and some task-based assessments.

### Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

## 8 Administrative arrangements

### Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

### Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

### Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners 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 for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

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*.

## Administrative arrangements for internal assessment

### Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. Records must be maintained as specified as we may ask to audit them.

### Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

### Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration only in line with the policy.

### Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment being conducted unfairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or another member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

## Administrative arrangements for external assessment

### Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment.

### Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

### Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors to include the:

- needs of the learner with the disability
- effectiveness of the adjustment
- cost of the adjustment; and
- likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

### Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

## Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see our *Centre guide for dealing with malpractice and maladministration in vocational qualifications*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

### Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. Our *Centre guide for dealing with malpractice and maladministration in vocational qualifications* gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments* ([www.jcq.org.uk](http://www.jcq.org.uk)).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

### Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

### Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required units for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

### Results issue

Results for external assessment will be issued once marking is complete.

Qualification results will be issued once a learner has completed all components of the qualification and you have claimed certification. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

### Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. Our *Information Manual* gives further information.

### Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You must decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

## Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- Pearson Quality Assurance Handbook: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- Information Manual: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- Lead Examiners' Reports: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- Instructions for the Conduct of External Assessments: explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- Regulatory policies: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

## 9 Quality assurance

### Centre and qualification approval

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

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

### Continuing quality assurance and standards verification

On an annual basis, we produce the Pearson Quality Assurance Handbook. It contains detailed guidance on the quality processes required to underpin robust assessment, internal verification and planning of appropriate employer involvement.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Technical Certificate and Diploma qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Technical Certificate and Diploma qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## 10 Understanding the qualification grade

### Awarding and reporting for the qualification

This section explains the rules that we apply in providing an overall qualification grade for each learner. The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

### Eligibility for an award

In order to be awarded the qualification, a learner must complete all units and achieve a Pass or above in all units. See *Section 2 Structure* for full details.

To achieve the qualification grade, learners must:

- achieve and report a grade (D, M or P) for all units within a valid combination
- achieve the minimum number of points at a grade threshold.

Where there are optional units in a qualification, it is the responsibility of the centre to ensure that a correct unit combination is adhered to. Learners who do not pass all the required units shown in the structure will not achieve the qualification. For example, learners who have not passed the required externally-assessed units or who have not taken enough mandatory units will not achieve that qualification even if they have enough points.

### Eligibility for BTEC Level 2 Technical Diploma in Children's Play, Learning and Development (knowledge only) pathway

Learners ineligible for the above Technical Diploma (Early Years Practitioner) qualification may be eligible for an alternative knowledge only pathway. The pathway is only available for learners who have not been able to achieve the full requirements of placement hours.

The above qualification is only available for learners certificating in August 2021 and August 2022 due to the extenuating circumstances such as the pandemic. These pathways are only offered as a transfer. Centres will not be able to register or transfer learners to this qualification directly. They will need to contact Pearson.

To achieve the alternative pathway qualification learners must:

- complete and report an outcome for all units at a pass or above within a valid combination
- achieve the minimum GLH for the required units (External).

NB: Unclassified (U) is a permitted unit outcome for the External units.

The awarding of this alternative pathway does not confer Early Years Practitioner status.

### Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units (where available), the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

The qualification is awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Diploma	PP to DD

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full details.

**Points available for internally-assessed units**

The table below shows the number of **points** available for internally-assessed units. For each internally-assessed unit, points are allocated depending on the grade awarded.

	Unit size	
	45 GLH	60 GLH
<b>U</b>	0	0
<b>Pass</b>	12	16
<b>Merit</b>	18	24
<b>Distinction</b>	24	32

**Points available for the externally-assessed units**

Raw marks from the externally-assessed units will be awarded **points** based on performance in the assessment. The points scores available for each externally-assessed unit at grade boundaries are as follows.

	Unit size
	45 GLH
<b>U</b>	0
<b>Pass</b>	12
<b>Merit</b>	18
<b>Distinction</b>	24

We will automatically calculate the points for each externally-assessed unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

### Claiming the qualification grade

Subject to eligibility, we will automatically calculate the qualification grade for your learners when the internally-assessed unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant calculation of qualification grade table for the cohort.

### Calculation of qualification grade table

Diploma	
Grade	Points threshold
PP	96
MP	112
MM	128
DM	152
DD	176

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

### Examples of grade calculations based on table applicable to registrations from September 2017

**Example 1:** Achievement of a Diploma with a PP grade

Unit	GLH	Type	Grade	Points
1	45	External	Pass	12
2	45	External	Pass	12
3	60	Internal	Pass	16
4	45	Internal	Pass	12
5	60	Internal	Pass	16
6	45	Internal	Merit	18
7	60	Internal	Pass	16
	<b>360</b>		<b>PP</b>	<b>102</b>

The learner has achieved a Pass or above in all units.

The learner has sufficient points for a PP grade.

**Example 2:** Achievement of a Diploma with a DD grade

Unit	GLH	Type	Grade	Points
1	45	External	Merit	18
2	45	External	Merit	18
3	60	Internal	Distinction	32
4	45	Internal	Distinction	24
5	60	Internal	Distinction	32
6	45	Internal	Distinction	24
7	60	Internal	Distinction	32
	<b>360</b>		<b>DD</b>	<b>180</b>

The learner has sufficient points for a DD grade.

**Example 3:** Achievement of a Diploma with an Unclassified result

Unit	GLH	Type	Grade	Points
1	45	External	Merit	18
2	45	External	Merit	18
3	60	Internal	Unclassified	0
4	45	Internal	Pass	12
5	60	Internal	Merit	24
6	45	Internal	Pass	12
7	60	Internal	Distinction	32
	<b>360</b>		<b>U</b>	<b>116</b>

The learner has a U in Unit 3.

The learner has sufficient points for a MP but has not met the requirement for a Pass, or above, in all Units.

## 11 Resources and support

Our aim is to give you support to enable you to deliver Pearson BTEC Level 2 Technicals with confidence. You will find resources to support teaching and learning, assessing, and professional development on our website.

### Support for setting up your course and preparing to teach

#### Schemes of Learning

Our free Schemes of Learning give you suggestions and ideas for how to deliver the units in the qualifications, including opportunities to develop employability skills, tips on embedding mathematics and English, and how to link units through holistic assessments.

#### Delivery planner

High-level models showing how the course can be delivered over different timescales, for example six months, one year or two years.

#### myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTEC qualifications in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website.

### Support for teaching and learning

#### Work Experience Toolkit

Our free Work Experience Toolkit gives guidance for tutors, assessors, work-based supervisors and learners on how to make the most of work placements and work experience.

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications. Teaching and learning resources may also be available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources are on our website.

### Support for assessment

#### Sample assessment materials for externally-assessed units

Sample assessment materials (SAMs) are available for externally-assessed units and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for externally-assessed units will also be available, giving your learners further opportunities for practice.

#### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

We provide assignment briefs which are approved by Pearson Standards Verifiers.

## Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of sample marked learner work will be made available on our website.

## Training and support from Pearson

### People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your Pearson BTEC Level 2 Technicals. They include the following.

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, in preparing learner work and providing quality assurance through sampling.
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of the Pearson BTEC Level 2 Technicals.

These sector-specific events, developed and delivered by specialists, are available both face to face and online.





## BTEC Level 2 Technical Diploma in **CHILDREN'S PLAY, LEARNING AND DEVELOPMENT (EARLY YEARS PRACTITIONER)**

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