



Pearson  
BTEC



L2

Pearson BTEC  
Level 2 Technical Occupational Entry for  
**Early Years  
Practitioners (Diploma)**

**Specification**

*First teaching from September 2025*

*First certification from 2026*

Issue 2

Qualification Number: 610/4251/1



# Pearson BTEC Level 2 Technical Occupational Entry for Early Years Practitioners (Diploma)

## Specification

BTEC Technical Occupational Entry qualification

First registration Sept 2025

Issue 2

## **About Pearson**

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to students, educational institutions, employers, governments and other partners globally. We are committed to helping equip students with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

*References to third-party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of publication.*

Publication code: VQ000365

All the material in this publication is copyright  
© Pearson Education Limited 2025

## **Welcome**

With a track record built over 30 years of student success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Recent data has shown that 1 in 5 adults of working age in the UK has a BTEC qualification.

## **Why choose BTEC Level 2 Technical Qualifications?**

BTEC Level 2 Technical Qualifications enable students to develop a purposeful and coherent combination of knowledge, skills and behaviours to confidently enter or progress into employment at entry level in occupations that are recognised and demanded by employers.

The qualifications, which are based on the occupational standards published by the Institute for Apprenticeships and Technical Education (IFATE), embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and an approach to learning and assessment that:

- provides students with meaningful and occupationally relevant learning experiences.
- engages and motivates students to achieve as assessments can be focused on individual student needs and can be achieved as they progress through the qualifications.
- promotes self-directed learning through the clarity and transparency of the standards to be achieved.
- makes the qualifications accessible to a wider range of students, including part time and adult students.

In developing these qualifications, we have collaborated with employers to ensure that the qualifications meet the current and emerging needs of industry. We have also worked with colleges and training providers to ensure that the qualifications meet their needs and those of their students.

We are providing a range of support to ensure that students and their tutors have the best possible experience during their course. Further information is provided on the qualification pages of our website.

## A word to students

These qualifications will require commitment and hard work. You will have to complete the learning for the required range of units, be organised and complete your assessments, which may include practical work-based activities, projects and vocational assignments. But you can feel proud to achieve a BTEC Level 2 Technical Qualification as you can be confident in your readiness to advance your career in your chosen occupation.

Good luck, and we hope you enjoy your course.

### Summary of changes to Pearson BTEC Level 2 Technical Occupational Entry for Early Years Practitioners (Diploma) specification

Summary of changes made between the previous issue and this current issue	Page Number
Updated wording to provide clarity concerning mandatory evidence for assessment, and authorised assignment briefs.	11
The Assessment and Mandatory evidence requirements sections for each unit have been simplified to aid clarification concerning assessment requirements.	25, 34, 42, 50, 56, 64, 72, 80, 89, 97, 105
Glossary added.	110
Updated Transferable Skills Framework ( <i>Appendix 1</i> ).	111–115

Earlier issue shows previous changes.

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

# Contents

<b>1</b>	<b>Introducing the qualification</b>	<b>1</b>
	What are Level 2 Technical Occupational Entry Qualifications?	1
	Qualification purpose	1
	Employer engagement and validation	2
	Progression opportunities	2
<b>2</b>	<b>Qualification summary and key information</b>	<b>3</b>
<b>3</b>	<b>Qualification structure</b>	<b>4</b>
	Pearson BTEC Level 2 Technical Occupational Entry for Early Years Practitioners (Diploma)	4
<b>4</b>	<b>Delivery</b>	<b>6</b>
	Occupational entry level competence	6
	Work-placement requirements	6
	Transferable skills	7
	Sustainability education	8
<b>5</b>	<b>Assessment requirements</b>	<b>9</b>
	Language of assessment	9
	Internal assessment	9
	Levels of control in internal assessment	10
	Mandatory evidence for assessment	11
	Authorised Assignment Briefs (AABs)	11
	Placement Experience Assessment Workbook	11
<b>6</b>	<b>Centre recognition and approval</b>	<b>12</b>
	Approvals agreement	12
	Centre resource requirements	12
<b>7</b>	<b>Access to qualifications</b>	<b>13</b>
	Access to qualifications for students with disabilities or specific needs	13
	Reasonable adjustments and special consideration	13

<b>8</b>	<b>Recognising prior learning and achievement</b>	<b>14</b>
<b>9</b>	<b>Quality assurance of centres</b>	<b>15</b>
<b>10</b>	<b>Units</b>	<b>16</b>
	Unit 1: Legislation, Policy and Procedures for Working in Early Years Settings	17
	Unit 2: Child Development from Birth up to Seven Years	26
	Unit 3: Contribute to the Health and Safety of Babies and Young Children	35
	Unit 4: Safeguarding the Welfare of Babies and Young Children	43
	Unit 5: Supporting Babies and Young Children with Special Educational Needs and Disabilities	51
	Unit 6: Supporting Children’s Communication, Literacy and Language Development	57
	Unit 7: Understand Partnership Working for the Benefit of Babies and Young Children	65
	Unit 8: Promote the Health and Wellbeing of Babies and Young Children in Early Years Settings	73
	Unit 9: Supporting Children’s Learning through Play	81
	Unit 10: Contribute to Observation, Assessment and Planning to Support Children’s Development	90
	Unit 11: Introduction to Personal Development for Early Years Practitioners	98
<b>11</b>	<b>Appeals</b>	<b>106</b>
<b>12</b>	<b>Malpractice</b>	<b>107</b>
	Dealing with malpractice in assessment	107
<b>13</b>	<b>Further information and publications</b>	<b>109</b>
<b>14</b>	<b>Glossary</b>	<b>110</b>
	General terminology used in specification	110
	<b>Appendix 1 – Transferable Skills Framework</b>	<b>111</b>

# 1 Introducing the qualification

## What are Level 2 Technical Occupational Entry Qualifications?

---

Level 2 Technical Occupational Entry Qualifications are qualifications that are at Level 2 on the Regulated Qualifications Framework (RQF) and are designed to deliver the knowledge, skills and behaviours needed to enter the workplace. They can be delivered through a combination of classroom and work-based learning and assessment.

These qualifications are based on occupational standards designed by employers and published by the Institute for Apprenticeships and Technical Education (IfATE), who also approve the qualifications. IfATE has specified different categories under which Level 2 Technical Qualifications can be approved based on their scope and purpose. Detailed information about these categories can be found on IfATE's website.

## Qualification purpose

---

The Pearson BTEC Level 2 Technical Occupational Entry for Early Years Practitioners (Diploma) enables students to develop a purposeful combination of knowledge, skills and behaviours to enter employment as an Early Years Practitioner at entry level and provides a strong foundation for them to achieve full occupational competence with further training and development in the workplace.

The qualification is designed to meet the needs of students (16+) and provides progression to employment in an occupation that is recognised and demanded by employers.

The qualification will:

- develop students' ability and confidence to apply the knowledge, skills and behaviours in carrying out the relevant occupational duties and functions to meet entry level competence
- develop transferable skills, and professional behaviours/attributes such as appropriate professional attitudes, interpersonal skills, and intrapersonal skills that are essential to personal effectiveness in the stated occupation
- develop knowledge and understanding of best practices and core values such as team focused, working in a non-discriminatory way, care, compassion and professional practice that are important for regulatory compliance and meeting professional requirements in an early years setting
- provide opportunities for students to achieve a nationally recognised occupational qualification and licence to practice as an Early Years Practitioner, which will support them in taking the next step in their career journey

- provide employers with reliable evidence of students' attainment against the Early Years Practitioners technical occupational entry qualification standard and their readiness to enter employment in early years at entry level.

The qualification can be taken on a part-time or full-time basis to meet the needs of 16 + students. Completion of all units in this qualification and completing 280 hours assessment in a real work environment (RWE) or work experience placement will enable students to gain the licence to practice.

## **Employer engagement and validation**

---

In developing the Pearson BTEC Level 2 Technical Occupational Entry for Early Years Practitioners (Diploma), we have worked closely with a dedicated panel of 9 employers from a range of different types of early years organisation, who have:

- validated the demand for the qualification and confirmed that it is occupationally relevant and meets the current and emerging needs of industry
- confirmed that students will have an appropriate combination of knowledge, skills and behaviours relevant to the occupational standard that attests to their readiness to enter into employment in the related occupation at an entry level.

## **Progression opportunities**

---

Students who achieve the Pearson BTEC Level 2 Technical Occupational Entry for Early Years Practitioners (Diploma) will most likely progress into specific employment at entry level. However, students may also progress to a related Apprenticeship such as the Early Years Practitioners at Level 2 or Early Years Educator at Level 3. This qualification will enable students to have the opportunity for career progression in the early years sector.

## 2 Qualification summary and key information

<b>Qualification title</b>	<b>Pearson BTEC Level 2 Technical Occupational Entry for Early Years Practitioners (Diploma)</b>
Qualification Number (QN)	610/4251/1
Regulation start date	28/05/2024
Operational start date	01/09/2025
Approved age ranges	16–18 18+ 19+
Total qualification time (TQT)	362 hours
Guided learning hours (GLH)	258 GLH
Assessment	Internal assessment demonstrating evidence of entry level competence. Required methods of assessment and evidence will be described in the unit. Please see <i>Section 5 Assessment requirements</i> .
Grading information	The qualification and units are graded Pass/Fail. All units must be passed.
Delivery requirements	280 hours work placement in a real work environment (RWE)
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before students register for this qualification.
Funding	This qualification is eligible for 16+ funding as a Technical Occupational Entry qualification. Information about funding can be found on the <a href="#">Find a learning aim database</a> .

### 3 Qualification structure

#### Pearson BTEC Level 2 Technical Occupational Entry for Early Years Practitioners (Diploma)

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved	11
Work experience/real work environment	280

Unit number	Mandatory unit title	Level	Guided learning hours
1	Legislation, Policy and Procedures for Working in Early Years Settings	2	25
2	Child Development from Birth up to Seven Years	2	30
3	Contribute to the Health and Safety of Babies and Young Children	2	27
4	Safeguarding the Welfare of Babies and Young Children	2	23
5	Supporting Babies and Young Children with Special Educational Needs and Disabilities	2	20
6	Supporting Children's Communication, Literacy and Language Development	2	25
7	Understand Partnership Working for the benefit of Babies and Young Children	2	20
8	Promote the Health and Wellbeing of Babies and Young Children in Early Years settings	2	23
9	Support Children's Learning Through Play	2	24
10	Contribute to Observation, Assessment and Planning to Support Children's Development	2	27

<b>Unit number</b>	<b>Mandatory unit title</b>	<b>Level</b>	<b>Guided learning hours</b>
11	Introduction to Personal Development for Early Years Practitioners	2	14

# 4 Delivery

## Occupational entry level competence

---

This qualification is designed to be delivered in post 16 learning contexts. Delivery should focus on student's ability to use knowledge, skills and appropriate behaviours in the workplace. Links with the workplace should be encouraged throughout.

## Work-placement requirements

---

The aim of the work placement is to give students opportunities to gain skills, apply their knowledge and to produce the required evidence to meet the assessment requirements of Units that support learners to develop practical skills.

To meet the requirements of the qualification, students must undertake a 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. 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.

To ensure that students can 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, students might not be able to achieve *Unit 8: Promote the Health and Wellbeing of Babies and Young Children in Early Years Settings*.

Students can complete the *Placement Experience Assessment Workbook* (available on our website), which will serve as a record of work-placement attendance and completion, and as a portfolio of assessment evidence. If other sources of evidence, i.e. digital, are used they must mirror the requirements set out in the workbook.

## Workplace mentor

We strongly encourage employers to support students with a workplace mentor who can support their introduction to the workplace and their understanding of work practice. The workplace mentor should not have a formal assessment role but should be available to support the student informally, supporting understanding of workplace best practice.

## Transferable skills

---

Recent future skills reports have highlighted the growing importance of transferable skills for students to succeed in their careers and lives in this fast-changing world.

Following research and consultation with further education (FE) educators and higher education institutions, Pearson has developed a Transferable Skills Framework to facilitate and guide the development of transferable skills through this qualification. The Framework has four broad skill areas, each with a cluster of skills as shown below:

1. **Managing Yourself:** (1) Taking Personal Responsibility; (2) Personal Strengths & Resilience; (3) Career Orientation Planning; (4) Personal Goal Setting
2. **Effective Learning:** (1) Managing Own Learning; (2) Continuous Learning; (3) Secondary Research Skills (4) Primary Research Skills
3. **Interpersonal Skills:** (1) Written Communications; (2) Verbal and Non-verbal Communications; (3) Teamwork; (4) Cultural and Social Intelligence
4. **Solving Problems:** (1) Critical Thinking (2) Problem Solving; (3) Creativity and Innovation.

Each transferable skill has a set of descriptors that outline what achievement of the skill looks like in practice. Each unit in the qualification will show whether a transferable skill has been:

1. fully embedded through the design of the teaching and learning content and assessment of the unit. Skills that are embedded are 'naturally occurring' in that they are inherent to the unit content and doesn't require extension activities to deliver
2. signposted as an opportunity for delivery and development and would require extension activities to deliver.

Units will show a summary of the transferable skills that have been embedded or signposted and *Appendix 1* shows the descriptors for each skill across all the skill clusters.

More information on the framework, its design and relevance for student progression is available in the *BTEC Transferable Skills Guide for Teachers*. Resources and guidance to support teachers in the delivery and development of these skills will be available in the Delivery Guide for this qualification and through our training offer.

## Sustainability education

---

To help students develop sustainability skills, practices and mindset, we have designed content in this qualification, aligned to the [UNESCO Sustainable Development Goals](#) (17 SDGs), that is relevant and appropriate to the sector. The SDGs are the most common point of reference for content that addresses sustainability education and provides a useful and pragmatic way of presenting this content.

Sustainability knowledge and understanding may be included in the teaching and learning content but not directly assessed. Alternatively, it could be assessed – the approach chosen for each unit is based on the relevance of knowledge and understanding to the purpose and scope of the unit.

# 5 Assessment requirements

## Language of assessment

---

Students must use English only during the assessment of this qualification.

A student taking the qualification(s) may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy*, available on our website, [qualifications.pearson.com](https://www.pearson.com/qualifications).

## Internal assessment

---

Internally assessed units are subject to standards verification. This means that centres set and mark the final summative assessment for each unit, drawing on mandatory evidence requirements and support that Pearson provides.

To pass each internally assessed unit, students must:

- achieve all the specified learning outcomes
- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion
- Complete the reflective journal in relation to work placement or real work environment activities
- meet any prescribed evidence requirements for a unit i.e., units may mandate practical demonstration of skills in a workplace or simulated environment
- prove that the evidence is their own.

Centres must ensure:

- assessment is carried out by tutors with relevant expertise in both the occupational area and assessment. For the occupational area, this can be evidenced by a relevant qualification or current (within three years) occupational experience that is at an equivalent level or higher than this qualification. Assessment expertise can be evidenced by qualification in teaching or assessing and/or internal quality assurance or current (within three years) experience of assessing or internal verification
- internal verification systems are in place to ensure the quality and authenticity of students' work, as well as the accuracy and consistency of a range of assessment. These must include processes for detecting and reporting student malpractice such as plagiarism (including AI misuse), copying and collusion.

Students who do not successfully pass an assessment are allowed to resubmit evidence for the assessment.

# Levels of control in internal assessment

---

## Task setting

Centres are able to design tasks that address the assessment criteria within a unit. Restrictions on task setting such as mandatory forms of evidence requirement, or restrictions surrounding the context of assessment will be stated within the qualification unit and any accompanying Authorised Assignment Brief(s). Although task setting is characterised as low control, Pearson applies quality assurance methodology to ensure that centre systems are in place to develop and assure high quality assessments for students. The Authorised Assignment Brief serves as a model for the expected presentation of a unit assessment. Centres are strongly advised to use the provided *Placement Experience Assessment Workbook* or to duplicate its requirements in digital e portfolio software or equivalents. Further guidance and references are provided in *Section 9 Quality assurance of centres*.

## Task taking

Centres must be able to authenticate the student response to the assessment. Supervision may not always be appropriate, if for example a student is gathering evidence for an assessment that is then prepared in a classroom environment. However, centres must be assured that students produce their own response to assessment criteria. This may require supervision of students in writing up outcomes to ensure they do not use text generative AI software.

## Task marking

Centre assessors and tutors will mark the student assessment response, using Pearson BTEC assessment/grading criteria and the guidance we provide in the specification and surrounding process, and training we provide supporting our quality assurance process. Pearson will quality assure the processes that centres use to ensure the standard of marking outcome. We operate a risk-based quality assurance process ensuring that new centres, centres with large cohorts and centres with other risk factors get the support they need to ensure students achieve the outcome they have worked for.

## Mandatory evidence for assessment

---

Units will include information on the mandated types, quality and standard of evidence that students must produce to achieve a unit.

Students must submit evidence in mandatory forms where indicated in the unit and assessment. Students can submit their remaining evidence in one or more optional formats.

Tutors must ensure that collated tasks/assignments enable students to generate the evidence needed against the assessment criterion standard.

## Authorised Assignment Briefs (AABs)

---

All units will have Authorised Assignment Briefs (AABs), except Unit 5 and Unit 9.

The AABs are published separately to the specification on the Pearson website both as a PDF and Word document and set out a recommended assessment approach. If students meet the requirements of the published AAB then they will meet the requirements set out in the assessment criteria.

It is strongly recommended that centres refer to the AAB for each unit.

Centres can use the AAB in three ways:

- As the assignment brief for students, without changing it.
- As a guide to the level of evidence that is required from students, while choosing to write their own assessment brief.
- As a basis for their own assessments, taking the AAB and amending in line with a particular context or local need.

## Placement Experience Assessment Workbook

---

The workbook will provide a structured approach to the collation of workplace evidence to meet unit skills-based assessment criteria. The workbook will contain a series of TOE1 forms each of which contains an assessment approach to a specific unit.

Some unit assessments will be split between an AAB and a TOE 1 form. Tutors are advised to deliver knowledge and skills content prior to students undertaking workplace skills assessment.

Centres can replicate the workbook in digital format provided all requirements of the unit are met.

A copy of each of these documents can be downloaded from the qualification page on our website.

# 6 Centre recognition and approval

Centres must have approval prior to delivering any of the units in this qualification.

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

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

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

## Approvals agreement

---

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

## Centre resource requirements

---

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

- appropriate physical resources (for example IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification
- work placement in an early years setting
- suitable staff for delivering and assessing the qualification (see *Section 5 Assessment requirements*)
- systems to ensure continuing professional development (CPD) for staff delivering and assessing the qualification
- health and safety policies that relate to the use of equipment by students
- the college/training provider to ensure that the early years environment is suitable, safe and able to provide a broad learning experience for the student
- internal verification systems and procedures (see *Section 5 Assessment requirements*)
- any unit-specific resources stated in individual units.

# 7 Access to qualifications

## Access to qualifications for students with disabilities or specific needs

---

Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all students to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every student.

We are committed to making sure that:

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

For students with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Centres must deliver the qualification in accordance with current equality legislation. For full details of the Equality Act 2010, please visit [www.legislation.gov.uk](http://www.legislation.gov.uk).

## Reasonable adjustments and special consideration

---

Centres are permitted to make adjustments to assessment to take account of the needs of individual students. Any reasonable adjustment must reflect the normal learning or working practice of a student in a centre or a student working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Supplementary guidance for reasonable adjustments and special consideration in internal assessments*.

## 8 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) considers whether a student can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning. If RPL is used, a student must be assessed again against assessment criteria, and their evidence must meet any mandatory evidence requirements in units.

Pearson encourages centres to recognise students' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid, authentic, reliable, current and sufficient.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

## 9 Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of students
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- Pearson Work-based Learning Centre Guide to Quality Assurance
- Pearson Work-based Learning Delivery Guidance & Quality Assurance Requirements.
- Support is also available on our work based learning quality assurance webpages [Quality Assurance – Work-based Learning \(WBL\) | Pearson qualifications](#)

# 10 Units

This section of the specification contains the units that form the assessment for the qualification.

It is compulsory for students to meet the learning outcomes and the assessment criteria to achieve a Pass. Content is compulsory unless it is provided as an example and is therefore marked 'e.g.'. All compulsory content must be delivered, but assessments may not cover all content.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

# Unit 1: Legislation, Policy and Procedures for Working in Early Years Settings

---

**Level:** 2

**Assessment type:** Internal

**Guided learning hours:** 25

---

## Unit in brief

This unit is fundamental to practice. It gives students information on the statutory legislation that drives a range of policies and procedures in early years settings.

## Unit introduction

Students will apply their knowledge of legislation, policies and procedures to situations that they may encounter in their day-to-day activities in the workplace, in order to promote the health, safety and wellbeing of babies and young children.

Students will know the rights of children with special educational needs and disabilities.

Students will follow the work setting procedures for recording documentation for accidents, incidents, emergencies and illnesses.

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1. Know about the legislation, guidelines, policies and procedures for safeguarding, security, confidentiality of information and promoting the welfare of children, including e-safety	1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding, health and safety, security, confidentiality of information and promoting the welfare of children, including e-safety 1.2 Outline your setting's safeguarding policies and procedures, including child protection and online safety 1.3 Describe the roles of different agencies involved in safeguarding the welfare of babies and young children 1.4 Explain how to support a child and/or their family when bullying is suspected or alleged
2. Be able to follow the work setting procedures for reporting and recording	2.1 Describe the reporting procedures for accidents, incidents, emergencies and illnesses 2.2 Complete workplace documentation for recording accidents, incidents, emergencies and illnesses 2.3 Explain how to access workplace policies and procedures, and your own accountabilities in relation to them 2.4 Describe why it is important to record information clearly, accurately, legibly and concisely, meeting legal requirements

Learning outcomes	Assessment criteria
<p>3. Understand legislation and statutory guidance for practice in the early years</p>	<p>3.1 Explain the terms:</p> <ul style="list-style-type: none"> <li>• Equality</li> <li>• Diversity</li> <li>• Inclusion</li> <li>• Discrimination</li> </ul> <p>3.2 Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play</p> <p>3.3 Describe current legislation and statutory guidance relating to equality, diversity and inclusive practice.</p> <p>3.4 Describe the statutory framework, including learning the development requirements for babies and young children that must be implemented in your setting</p>
<p>4. Know the rights of children with special educational needs and disabilities</p>	<p>4.1 Describe the statutory guidance in relation to the care and education of children with special educational needs and disabilities</p> <p>4.2 Describe the assessment and intervention frameworks for babies and children with special educational needs and disabilities</p> <p>4.3 Describe the principles of working inclusively with babies and children with special educational needs and disabilities</p>

## Unit content

What needs to be learned
<b>Learning outcome 1: Know about the legislation, guidelines, policies and procedures for safeguarding, security, confidentiality of information and promoting the welfare of children, including e-safety</b>
<b>1A Legislation, guidelines, policies and procedures for safeguarding</b> <ul style="list-style-type: none"><li>• Those applicable to the home nation; legislation (Children Act 1989, The Education Act 2011, Children Act 2004); guidelines (Working Together to Safeguard Children (2018), What to do if you're worried that a child is being abused (2015), Keeping Children Safe in Education (2015, updated 2023), Safeguarding Disabled Children (2009); school policies and procedures, e.g. safeguarding and protecting, reporting and recording, confidentiality, e-safety, bullying and cyber-bullying.</li></ul>
<b>1B Roles of agencies involved in safeguarding</b> <ul style="list-style-type: none"><li>• When concerns raised about a child, Child Protection Conference, whether crime has been committed; health professionals, e.g. general practitioners, doctors in emergency departments, health visitors; The Local Safeguarding Children Board (LSCB); The National Society for the Prevention of Cruelty to Children (NSPCC).</li></ul>
<b>1C Policies and procedures for dealing with bullying</b> <ul style="list-style-type: none"><li>• Procedures to prevent bullying in the setting; all staff, parents, carers and children made aware of the procedures that should be followed and the consequences of bullying; follow anti-bullying policy; deal immediately with any incidents of bullying; record or report to the designated person according to the setting's policy; parents or carers to be informed; measures introduced following discussion with all parties concerned.</li></ul>
<b>1D National and local guidelines, policies and procedures for safeguarding affecting day-to-day work with children and young people</b> <ul style="list-style-type: none"><li>• Applicable to own home country and applicable to day-to-day practice; childcare practice, e.g. policies and procedures regarding propriety and behaviour, intimate personal care, physical contact; child protection, e.g. Disclosure and Barring Service checks (DBS), setting's policies for recording and reporting suspected abuse, whistleblowing policies; risk assessment, e.g. hazard recognition, vigilance of practitioners, indoors, outdoors, trips and outings, visitors to school, evacuation and lockdown procedures; ensuring the voice of the child or young person is heard, e.g. advocacy; supporting children and young people and others who may be expressing concerns, e.g. believe child/young person, take action; provide up-to-date training for all workers in safeguarding issues.</li></ul>

## What needs to be learned

### Learning outcome 2: Be able to follow the work setting procedures for reporting and recording

#### 2A Policies and procedures in the work setting for information sharing

- Organisation's policies and procedures for information sharing, e.g. confidentiality policy; own role and responsibility in information sharing; confidentiality; GDPR; legal duties as required by relevant legislation, e.g. Safeguarding Children and Young People, Data Protection Act 2018, EYFS Statutory Framework; importance of following policy and procedures of setting, e.g. adhering to correct adult to child ratios, use of safety equipment, identifying and reporting specific risks to individual children, e.g. those with sensory impairment, training for staff and other adults in the setting, delivering safety education to children as appropriate, routine health and safety assessment and/or checklist for both indoors and outdoors, visits/outings, recording accidents and incidents, requirement to review policies and procedures.
- **2B Reporting and recording procedures: roles and responsibilities**
- Procedures for reporting to line manager or supervisor; reporting to parents; legal requirements; how to access workplace policies and procedures; importance of recording information clearly, accurately, legibly and concisely; reasons for keeping records, e.g. accident and incident reports; need to record facts; sharing information with colleagues, parents and carers; accessibility; legal requirements, e.g. Children Act 2004 (England and Wales), Working Together to Safeguard Children 2018, EYFS Statutory Framework, Ofsted inspections (England).

#### 2C Documentation

- Recording accidents incidents, emergencies and illnesses and near misses; recording ill-health; reporting concerns; documentation for reporting to parents; follow the setting's procedures to complete documentation; roles and responsibilities for contributing to and maintaining record keeping systems; policy for storing records; security and confidentiality, protection of identity, if appropriate; accessibility to information, e.g. limited access to computer storage systems.

## What needs to be learned

### Learning outcome 3: Understand legislation and statutory guidance for practice in the early years

#### 3A Equality, diversity, inclusion and discrimination

- Current legislation relating to home country; the Children Act 2004, the Education Reform Act 1988, the Equality Act 2010; equal opportunities policy of own setting; support services, social model of disability and working towards removing barriers that restrict life choices for children; services planned according to the individual child's needs and abilities in order to maximise chances of success; all practitioners should have a child-centred or young-person-centred approach; child needs to be involved in decision making as appropriate for their age and abilities.

#### 3B The United Nations Convention on the Rights of the Child in relation to relaxation and play

- Every child has the right to relax, play and join cultural and artistic activities.

#### 3C Areas of learning and expected early learning goals/targets

- Goals/targets in the statutory framework and Key Stage 1 of the National Curriculum; statutory framework and curriculum study requirements for children aged from birth to seven years; statutory requirements for learning and development in early years settings; statutory guidance provided through the Early Years Foundation Stage.

### Learning outcome 4: Know the rights of children with special educational needs and disabilities

#### • 4A Legal entitlements of children with special educational needs and those with disability

- Children Act 1989, Children Act 2004, Disability Discrimination Act 1995, Disability Discrimination Act 2005, Special Educational Needs and Disability Act (SENDA) 2001, Equality Act 2010; Special Educational Needs Code of Practice 2001, Equality Act 2010; Special Educational Needs Code of Practice 0 – 25 years 2014.

#### 4B Assessment and intervention frameworks

- Common Assessment Framework, Early Years Action/Early Years Action Plus, School Action/School Action Plus, Statement of Special Educational Needs, Every Child Matters.

#### 4C The benefits of early recognition and intervention

- Meeting children's holistic needs (physical, social, emotional, intellectual and communication); putting support and resources in place; removing barriers; improving outcomes for children; identifying services that can support, e.g. educational, health, children's social services.

## What needs to be learned

### 4D The purpose of individual plans

- Early identification of the individual's needs; identifying support and resource and equipment needs; providing opportunities to review progress.

## Essential information for tutors and assessors

### Employer involvement

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

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

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

### Essential resources

Access to relevant legislation and guidance, and access to the work placement documentation showing application of legislation and guidance.

### Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR ✓	EL – MOL ✓	IS – WC ✓	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS ✓	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

### Table key

✓	Signposted as part of learning. Requires additional assessment for student to achieve this TS
blank	TS not embedded or signposted in unit

## Assessment

This unit is internally assessed. To achieve a pass, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Pearson has produced an Authorised Assignment Brief (AAB) to support centres in the assessment of the aspects of this unit that fall outside of the *Placement Experience Assessment Workbook*. Refer to *Section 5 Assessment requirements*.

Assessment criteria 2.2 must be assessed in the workplace.

### Mandatory evidence requirements

The assessment criteria specified in the unit sets out the level required for learners to meet pass in each of the learning outcomes.

Further requirements or clarification are given below for each learning outcome.

#### Learning outcome 1

- AC 1.1 has no further requirements.
- AC 1.2 requires at least **two** examples of safeguarding policies and procedures.
- AC 1.3 requires at least **two** different agencies.

#### Learning outcome 2

- AC 2.1, 2.2, 2.3 and 2.4 have no further requirements.

#### Learning outcome 3

- This learning outcome has no further requirements.

#### Learning outcome 4

- AC 4.1 and AC4.2 have no further requirements.
- AC 4.3 requires at least **two** principles of working inclusively.

## Unit 2: Child Development from Birth up to Seven Years

---

Level: 2

Assessment type: Internal

Guided learning hours: 30

---

### Unit in brief

The aim of this unit is for students to develop their knowledge, skills and behaviours to understand how children learn, and the expected patterns of child development from birth to five years and their further development from age five to seven.

### Unit introduction

Students will understand the importance of holistic development, the significance of attachment and how transitions and other significant events impact children. They will also understand how to apply their knowledge and understanding to support child development.

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
<p>1. Know the main stages and expected patterns of child development from birth to seven years</p>	<p>1.1 Explain the definition of:</p> <ul style="list-style-type: none"> <li>• growth</li> <li>• development</li> </ul> <p>1.2 Describe the expected pattern of children’s development from birth to seven, to include:</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• language</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• brain development</li> <li>• literacy and numeracy</li> </ul> <p>1.3 Describe how children learn and develop from birth to seven years</p> <p>1.4 Use examples to describe the different ways that early years settings promote children’s learning and development</p> <p>1.5 Explain how children’s learning and development is affected by:</p> <ul style="list-style-type: none"> <li>• stage of development</li> <li>• wellbeing</li> <li>• individual circumstances</li> </ul> <p>1.6 Describe, with examples, the kinds of influences that affect children’s development, including:</p> <ul style="list-style-type: none"> <li>• background</li> <li>• health and wellbeing</li> </ul>

Learning outcomes	Assessment criteria
<p>2. Understand the potential effects of transitions and other significant events on children's development</p>	<p>2.1 Identify the transitions and other significant events experienced by most children</p> <p>2.2 Describe with examples how transitions may affect children's behaviour and development</p> <p>2.3 Demonstrate ways to support babies and young children through a range of transitions</p> <p>2.4 Describe the significance of attachment</p> <p>2.5 Describe the role of the key person in your setting</p>
<p>3. Be able to support the development of children</p>	<p>3.1 Carry out activities with a child in early years settings to support their holistic development, to include:</p> <ul style="list-style-type: none"> <li>• speech, language and communication</li> <li>• personal, social and emotional development</li> <li>• physical development</li> <li>• literacy and numeracy</li> </ul> <p>3.2 Support children's interest and development in mathematical learning, including numbers, number patterns, counting, sorting and matching</p> <p>3.3 Work with a colleague to evaluate the extent to which the activities meet the child's identified development needs</p>

## Unit content

What needs to be learned
<b>Learning outcome 1: Know the main stages and expected patterns of child development from birth to seven years</b>
<b>1A Definition of the term growth</b> <ul style="list-style-type: none"><li>• Changes to physical size, the skeleton, muscles and the brain, children's height, weight and head.</li></ul>
<b>1B Definition of development: skills and knowledge gained by a child over time</b> <p>Children acquire skills at varying rates in different areas of development. Stages and expected patterns of development indicate the development the child may meet at a particular age.</p> <p>Stages: to include development of babies, 0–1 month 0-3 months, 3–6 months, 6-9 months, 9-12 months and 12–18 months; and of young children 2-3 years, 3-4 years; further development from 5–7 years:</p> <ul style="list-style-type: none"><li>• cognitive</li><li>• language</li><li>• physical</li><li>• emotional</li><li>• social</li><li>• brain development</li><li>• literacy and numeracy.</li></ul>
<b>1C Physical, intellectual, language, emotional and social</b> <ul style="list-style-type: none"><li>• Growth spurts; development as the acquisition of skills; gross motor; fine motor; locomotion; balance; hand-eye coordination; maturation.</li><li>• Speech and language, listening; non-verbal communication; thinking; developing concepts; literacy/numeracy.</li><li>• Emotional and social development</li></ul>
<b>1D Early learning targets for babies and young children aged 0 – 7 years</b> <ul style="list-style-type: none"><li>• Examples to show how children learn within the expected pattern of development from birth to seven years.</li></ul>
<b>1E Early learning targets for babies and young children aged 0 – 7 years</b> <ul style="list-style-type: none"><li>• Examples to show how children learn within the expected pattern of development from birth to seven years.</li></ul>

## What needs to be learned

### **1F Ways that aspects of development can affect other aspects**

- Principles; same order but different rates of development, e.g. sitting before walking; holistic development; links between areas of development, e.g. communication skills affecting social development.

### **1G Sequence of development**

- Broadly the same sequence; normal ranges of development.

### **1H Rate of development**

- Development is holistic; individual differences in rate; different aspects of development affect one another; aspects of development proceed at different rates in individuals; range of factors affecting individual differences.

### **1I Factors and influences that may impact on children's growth and development**

- Wellbeing and individual circumstances; individual factors, e.g. long-term health conditions, disability, including sensory, physical and learning disability, speech and language abilities; Environmental factors, e.g. 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; social factors, economic/financial factors, physical factors.

### **1J How children learn and ways to promote children's learning and development**

- Learning through play, social skills, experiences, suitable activities and resources. Learning by doing, observation and experimenting.
- How the key person approach supports children's learning and development, e.g. Key person knows children's interests, children feel more confident to try new experiences and explore; how empowerment contributes to children's learning and development.

### **1K Definition of empowerment**

- Giving children involvement in decisions that affect them, appropriate to their age and level of understanding; structuring play and how this may benefit children's learning and development; play as a route of children's learning, which forms the basis of early years frameworks, such as the Early Years Foundation Stage.

## What needs to be learned

### Learning outcome 2: Understand the potential effects of transitions and other significant events on children's development

#### 2A Transitions that affect children

- Common transitions, e.g. transferring to a new class, transfer from foundation stage to primary school, transfer to secondary education; transitions relating to natural growth, e.g. baby to toddler stage.

#### 2B Transitions and events that some children may experience

- Personal or particular events and transitions, e.g. death of parent or close relative, change in health or ability, moving house, family break up, birth of sibling, entering or leaving residential care, change of carer.

#### 2C The effects of transitions on behaviour and development

- Physical signs, e.g. body language, growth spurts, losing or gaining weight; behavioural signs, e.g. anxiety, bed wetting, withdrawal, moodiness; attitudinal signs, e.g. being rude, losing interest, reluctance to join in; difficulty, in building relationships; lack of trust; loss of self-esteem; understanding that transition can have positive effects, e.g. increase in interest, development of self-identity, eagerness to learn, development of friendships.

#### 2D Importance of attachment for holistic development

- How emotional development helps children to develop secure attachments, enabling positive social relationships and friendships to evolve; role of key person in early years settings; how the key person supports babies and young children through transitions.

### Learning outcome 3: Be able to support the development of children

#### 3A Carry out activities with children in an early years setting to support their holistic development

- Activities to support development of gross motor skills and fine motor skills; activities to support development of cognitive skills (including mathematical learning) and communication (including literacy, speech and language); activities to support social development and emotional development; play and learning activities; leisure activities; activities that promote self-esteem.

#### 3B Recording participation of children

- Level of interest and motivation; interaction with materials and resources; level of communication and interaction with others.

## What needs to be learned

### 3C Own contribution to the evaluation of activities

- Formal and informal records; evaluation in relation to expected outcomes of activity; evaluation in relation to children's individual targets; ensuring objectivity; following procedures for sharing information.

## Essential information for tutors and assessors

### Employer involvement

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

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

Centres will need to involve employers in the delivery of this unit to ensure the student have the opportunity to gain a wide range of knowledge, skills and behaviours in the real work environment.

### Essential resources

There are no special resources needed for this unit.

### Wider skills

#### Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC√	SP – CT
MY – PS&R	EL – CL	IS – V&NC√	SP – PS√
MY – COP	EL – SRS √	IS – T√	SP – C&I√
MY – PGS	EL – PRS√	IS – C&SI√	

#### Table key

√	Signposted as part of learning. Requires additional assessment for student to achieve this TS
blank	TS not embedded or signposted in unit

### Sustainability education

This unit is aligned to and supports understanding of the following UN Sustainability Development Goals:

Goal 3 Good Health and Wellbeing

Goal 4 Quality Education

## Assessment

This unit is internally assessed. To achieve a pass, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Pearson has produced an Authorised Assignment Brief (AAB) to support centres in the assessment of the aspects of unit that fall outside of the Placement Experience Assessment Workbook. Refer to *Section 5 Assessment requirements*.

Assessment criteria 2.2, 3.1, 3.2 and 3.3 must be assessed in the workplace.

### Mandatory evidence requirements

Students must produce evidence in formats including:

- witness statements as evidence of professional discussion
- observation records to show activities have been implemented and children supported with learning.
- reflective accounts.

The assessment criteria specified in the unit sets out the level required for learners to meet pass in each of the learning outcomes.

- Further requirements or clarification are given below for each learning outcome.

#### Learning outcome 1

- AC 1.1, AC1.2, AC 1.3 and AC 1.5 have no further requirements.
- AC 1.4 requires at least **two** examples of different ways to promote children's learning and development.
- AC 1.6 requires at least **two** examples of influences.

#### Learning outcome 2

- AC 2.1, AC 2.3, AC 2.4 and AC 2.5 have no further requirements.
- AC 2.2 requires at least **two** examples of transitions.

#### Learning outcome 3

- This learning outcome has no further requirements.

## Unit 3: Contribute to the Health and Safety of Babies and Young Children

---

**Level:** 2

**Assessment type:** Internal

**Guided learning hours:** 27

---

### Unit in brief

In this unit, students develop the knowledge, skills and behaviours to support babies and young children's health and safety. Students know how to create safe environments, how to prevent the spread of infection and what to do in the event of an emergency, illness and injury.

### Unit introduction

This unit gives students the knowledge, skills and behaviours needed to be able to contribute to supporting children's health and safety.

Parents/carers want to know that everything is being done to prevent their child from becoming ill and that the setting will know exactly what to do in the event of an emergency.

Students will look at how to create safe environments while allowing children to explore and take risks, and how to prevent the spread of infection. They will learn what to do in the event of an emergency and the procedures for receipt, storage, administration and safe disposal of medicines.

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1. Be able to recognise risks and hazards in the work setting and during off-site visits	1.1 Identify the differences between risk and hazard 1.2 Identify potential hazards to the health, safety and security of children in the work setting 1.3 Describe the procedures for drop off and pick up of children to ensure security and safety 1.4 Contribute to health and safety risk assessment in areas of the work setting and for off-site visits 1.5 Demonstrate safe use of equipment, furniture and materials in line with requirements of both manufacturer and setting
2. Know what to do in the event of a non-medical incident or emergency	2.1 Identify non-medical incidents and emergencies that may occur in the work setting 2.1 Outline the actions to take in response to the following situations: <ul style="list-style-type: none"> <li>• fires</li> <li>• security incidents</li> <li>• emergency incidents</li> </ul>
3. Know what to do in the event of a child becoming ill or injured	3.1 Identify signs and symptoms that may indicate a child is injured or unwell and in need of urgent or non-urgent medical or dental attention 3.2 Identify circumstances where children may need urgent and non-urgent medical attention 3.3 Describe the roles and responsibilities of the Early Years Practitioner, including reporting, in the event of identifying risks and hazards 3.4 Outline own role and responsibilities in the event of a child requiring urgent and non-urgent medical and dental attention

Learning outcomes	Assessment criteria
<p>4. Be able to follow infection control procedures</p>	<p>4.1 Outline hygienic practice in relation to:</p> <ul style="list-style-type: none"> <li>• hand washing</li> <li>• food preparation and hygiene including preparing formula feeds and sterilising equipment</li> <li>• comforters</li> <li>• dealing with spillages safely</li> <li>• safe disposal of waste</li> <li>• using correct personal protective equipment</li> </ul> <p>4.2 Describe personal protective clothing that is used to prevent spread of infection</p> <p>4.3 Demonstrate use of personal protective clothing to avoid spread of infection</p> <p>4.4 Demonstrate how to wash and dry hands to avoid the spread of infection</p> <p>4.5 Demonstrate safe disposal of waste to avoid the spread of infection</p> <p>4.6 Deal with spillages safely to prevent the spread of infection</p>
<p>5. Know the work setting's procedures for receiving, storing, administering and safely disposing of medicines</p>	<p>5.1 Outline the procedures of the work setting for the receipt, storage, administration and safe disposal of medicines</p>

## Unit content

What needs to be learned
<b>Learning outcome 1: Be able to recognise risks and hazards in the work setting and during off-site visits</b>
<b>1A Balancing a safe and challenging environment</b> <ul style="list-style-type: none"><li>• Importance of challenge; age-appropriate activities; concept of minimising risk and that it may not always be possible to eliminate all risk; importance of supporting children to recognise hazards.</li></ul>
<b>1B Hazard</b> <ul style="list-style-type: none"><li>• Definition: something with the potential to cause harm.</li></ul>
<b>1C Potential hazards to health, safety and security</b> <ul style="list-style-type: none"><li>• Poor hygiene standards; poor food hygiene; environmental, e.g. ventilation, temperature, noise; poorly maintained equipment and toys; cluttered floors; poorly maintained surfaces; doors and windows; heights, e.g. stairs, climbing frames; hazardous substances, electrical equipment; inadequate supervision; poorly maintained outdoor spaces; water, e.g. ponds, trays; access points of the setting.</li></ul>
<b>1D Contributing to health and safety risk assessment in the setting and off-site</b> <ul style="list-style-type: none"><li>• Preparing and maintaining the environment; risk assessment as part of planning process; using observation; seeking advice; identifying hazards; identifying equipment and toys or equipment that have met safety standards, e.g. BSI Kite Mark, The British Toy and Hobby Association Lion Mark; using equipment, furniture and equipment safely; importance of following manufacturer's instructions; checking and maintaining indoor and outdoor environment; importance of reporting concerns; risk assessment for off-site visits, e.g. prior knowledge of the venue, awareness of potential safety issues when taking children out of their usual setting, identifying potential hazards and who might be affected by them, safety measures required to reduce risk to an acceptable level.</li></ul>
<b>Learning outcome 2: Know what to do in the event of a non-medical incident or emergency</b>
<b>2A Non-medical incidents and emergencies</b> <ul style="list-style-type: none"><li>• Chemical spills; bomb threats; intruders; missing children.</li></ul>
<b>2B Actions in response to fire</b> <ul style="list-style-type: none"><li>• How to raise alarm; procedures for evacuation; assembly point; head count or register.</li></ul>

## What needs to be learned

### 2C Actions in response to security incidents

- Reporting non-authorised persons immediately; securing area; recording incident; not putting self or others at risk; keeping record of incident; keeping calm.

### 2D Actions in response to emergency incidents

- A baby or young child requiring urgent medical attention, summoning help; giving clear instructions; evacuation procedures; reporting; recording; action to take in regard to missing children, including immediate action, checking register, checking area, informing parents, informing police.

## Learning outcome 3: Know what to do in the event of a child becoming ill or injured

### 3A Signs and symptoms that a child may be injured or unwell

- Signs of injury, e.g. fractures, bleeding, bruising; signs of illness, e.g. rash, fever, diarrhoea, sickness; signs of common illnesses, e.g. chicken pox, rubella, mumps, toothache, dental injury.

### 3B Circumstances when urgent medical care is needed

- Loss of consciousness; anaphylactic shock; breathing difficulties; severe bleeding; burns or scalds; suspected fractures; suspected poisoning; head injuries; choking; high temperature; asthma attack that does not respond to treatments; sickle cell crisis; convulsions and dental injury.

### 3C Circumstances when non-urgent medical care is needed

- Rash, fever, diarrhoea, sickness, bumps, bruises, grazes. natural loss of primary tooth or toothache.

### 3D Own role and responsibilities

- Follow procedures for the setting; undertaking training; recording and reporting; how to summon help; reassuring children; knowing children who may be of particular risk and what to do, e.g. those who are diabetic or asthmatic.

## Learning outcome 4: Be able to follow infection control procedures

### 4A Procedures for infection control

- Procedures required in own setting, e.g. demonstration of personal hygiene, food preparation and hygiene, including storage and handling, requirement to cover cuts or lesions, importance of regular cleaning of toilets, sinks, bins, cleaning of table tops, toys and equipment

### 4B Protective clothing to prevent the spread of infection

- Using gloves and disposable aprons when dealing with wounds or bodily fluids, using gloves, hair covering and aprons when preparing foods.

## What needs to be learned

### 4C Hand washing

- Procedures for effective hand washing and drying, when to wash hands.

### 4D Safe disposal of waste

- Importance of following policy and procedures; disposal of waste foods; bodily fluids; keeping containers covered; using gloves; handling of soiled clothing or linen; dealing with spillages safely.

## Learning outcome 5: Know the work setting's procedures for receiving, storing, administering and safely disposing of medicines

### 5A Procedures for the administration and safe disposal of medicines

- Prescription and non-prescription medicines; roles and responsibilities; when children may carry own medicines; requirement for written parental consent; correct procedures for returning medicines.

### 5B Administering of medicines

- Checking name, dosage, instructions and expiry date; keeping a record of when medicine is administered.

### 5C Procedures that protect

- Children receive correct dosage; minimises the risk of incorrect medication being given; minimises absences from school; children are able to manage own long-term illnesses; reduces risk of litigation against adults.

## Essential information for tutors and assessors

### Employer involvement

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

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

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

### Essential resources

There are no special resources needed for this unit beyond those available in the work placement.

### Wider skills

#### Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR ✓	EL – MOL ✓	IS – WC ✓	SP – CT
MY – PS&R	EL – CL	IS – V&NC ✓	SP – PS ✓
MY – COP	EL – SRS ✓	IS – T ✓	SP – C&I ✓
MY – PGS	EL – PRS ✓	IS – C&SI	

#### Table key

✓	Signposted as part of learning. Requires additional assessment for student to achieve this TS
blank	TS not embedded or signposted in unit

### Sustainability education

This unit is aligned to and supports understanding of the following UN Sustainability Development Goals:

Goal 3 Good Health and Wellbeing

## Assessment

This unit is internally assessed. To achieve a pass, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Pearson has produced an Authorised Assignment Brief (AAB) to support centres in the assessment of the aspects of unit that fall outside of the Placement Experience Assessment Workbook. Refer to *Section 5 Assessment requirements*.

Assessment criteria 1.4, 1.5, 4.3, 4.4, 4.5 and 4.6 must be assessed in the workplace.

### Mandatory evidence requirements

Students must produce evidence in formats including:

- witness testimony or observation records, signed by a person in a supervisory role, of the safe use of equipment, furniture and materials; and infection control procedures.

The assessment criteria specified in the unit sets out the level required for learners to meet pass in each of the learning outcomes.

Further requirements or clarification are given below for each learning outcome.

#### Learning outcome 1

- AC1.1, AC 1.3, AC 1.4 and AC 1.5 have no further requirements.
- AC1.2 requires at least **three** examples of hazards.

#### Learning outcome 2

- This learning outcome has no further requirements.

#### Learning outcome 3

- This learning outcome has no further requirements.

#### Learning outcome 4

- This learning outcome has no further requirements.

#### Learning outcome 5

- This learning outcome has no further requirements.

## Unit 4: Safeguarding the Welfare of Babies and Young Children

---

**Level:** 2

**Assessment type:** Internal

**Guided learning hours:** 24

---

### Unit in brief

This unit gives students the knowledge, skills and behaviours so they can understand their own roles and responsibilities in relation to safeguarding and promoting the protection and welfare of children, including online safety.

### Unit introduction

The unit focuses on the signs and symptoms of all kinds of abuse and how to record and report concerns. They will also understand how to apply their knowledge, skills and behaviours.

Students will build on the knowledge acquired from unit 1 on safeguarding legislation and regulations.

This unit covers content that may be challenging for some students and thus students should have access to support services.

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
<p>1. Know how to respond to evidence or concerns that a child has been abused, harmed or bullied</p>	<p>1.1 Identify factors that may indicate a baby or child is in danger or at risk of serious harm or abuse, including being exposed to extreme views and female genital mutilation</p> <p>1.2 Describe the following types of abuse:</p> <ul style="list-style-type: none"> <li>• domestic</li> <li>• physical</li> <li>• emotional</li> <li>• sexual</li> <li>• neglect</li> <li>• bullying</li> <li>• cyberbullying</li> </ul> <p>1.3 Describe actions to take in response to evidence or concerns that a child has been abused, harmed (including self-harm) or bullied, or maybe at risk of harm, abuse or bullying</p> <p>1.4 Explain the procedures to be followed to protect babies and young children from the following types of abuse, including:</p> <ul style="list-style-type: none"> <li>• domestic abuse</li> <li>• physical abuse</li> <li>• emotional abuse</li> <li>• sexual abuse</li> <li>• neglect</li> <li>• bullying</li> <li>• cyberbullying</li> </ul> <p>1.5 Explain what you would do if a child discloses information and how you would support them</p>

Learning outcomes	Assessment criteria
	<p>1.6 Describe the actions to take in response to concerns that a colleague may be:</p> <ul style="list-style-type: none"> <li>• failing to comply with safeguarding procedures</li> <li>• harming, abusing or bullying a child</li> </ul> <p>1.7 Describe the principles and boundaries of confidentiality and when to share information</p>
<p>2. Understand the importance of working with other organisations to safeguard children</p>	<p>2.1 Explain the importance of safeguarding children</p> <p>2.2 Explain the importance of a child-centred approach</p> <p>2.3 Explain own role in relation to safeguarding and protection of babies and children</p> <p>2.4 Explain what is meant by 'partnership working' in the context of safeguarding</p> <p>2.5 Describe the roles and responsibilities of the different organisations that may be involved when a child has been abused or harmed</p>
<p>3. Understand the importance of ensuring children's safety and protection in the work setting</p>	<p>3.1 Explain why it is important to ensure that children are protected from harm in the work setting</p> <p>3.2 Explain how practitioners can take steps to protect themselves in their everyday practice in the work setting and on off-site visits</p> <p>3.3 Explain ways in which concerns about poor practice can be reported while ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected</p>
<p>4. Understand the importance of child protection, including online safety</p>	<p>4.1 Describe ways to encourage children to be aware of their own safety and the safety of others</p> <p>4.2 Explain the risks and possible consequences for children of being online and of using a mobile phone</p> <p>4.3 Describe ways of reducing risk to children from:</p> <ul style="list-style-type: none"> <li>• social networking</li> <li>• internet use</li> <li>• using a mobile phone</li> </ul>

## Unit content

What needs to be learned
<b>Learning outcome 1: Know how to respond to evidence or concerns that a child has been abused, harmed or bullied</b>
<b>1A Types of child abuse</b> <ul style="list-style-type: none"><li>• Categories of abuse, including physical, sexual, emotional, neglect; physical signs of abuse; behavioural signs of abuse.</li></ul>
<b>1B Risk to children of using technologies</b> <ul style="list-style-type: none"><li>• Sexual abuse; emotional abuse; accessing inappropriate websites, e.g. pornographic material; giving out personal information; children putting themselves at risk of being targeted or groomed; cyber-bullying; sharing personal information when using social networking sites, buying goods or services online, using a mobile phone.</li></ul>
<b>1C Action to take in response to evidence or concerns about abuse</b> <ul style="list-style-type: none"><li>• Follow procedures of setting or organisation for reporting and recording suspected abuse; report concerns to designated person; procedure for disclosure, including requirement to take child's allegations seriously, not promising to keep information secret; confidentiality requirements.</li></ul>
<b>1D Actions to take in response to concerns about colleagues</b> <ul style="list-style-type: none"><li>• Follow whistleblowing procedures; report to designated person, head teacher or education authority; right to protection for those making the allegations (i.e. whistleblowers); right to protection of those subject to unproven allegations.</li></ul>
<b>1E Principles of confidentiality</b> <ul style="list-style-type: none"><li>• Essential personal information about child needed to carry out own role needs to be kept confidential, e.g. health details, particular needs; information about a child at risk of harm can be passed on without permission to specific people who 'need to know'; procedure in setting or organisation for sharing information about concerns; enabling early identification and action to be taken.</li></ul>
<b>Learning outcome 2: Understand the importance of working with other organisations to safeguard children</b>
<b>2A Importance of safeguarding children</b> <ul style="list-style-type: none"><li>• Responsibility of all adults working with children to safeguard them from harm; professional duty while children are in a particular setting; duty to report concerns about issues occurring outside the setting; safeguarding policies and procedures need to include physical safety and security on the premises and on off-site visits, e-safety and security when using the internet (if applicable); staff awareness and training, monitoring and record-keeping; partnership and involvement with other agencies.</li></ul>

## What needs to be learned

### 2B Child-centred approach

- The wishes and feelings of the child must be identified and taken account of; child must be involved in decision making, e.g. involving the child in meetings, asking for their opinion when discussing matters relating to them; child must be treated with respect; range of communication methods used to exchange information with children and adults.

### 2C Partnership working in the context of safeguarding

- The importance of the role of all parties in child protection; different agencies may be involved in safeguarding; communication essential to ensure the safety and protection of children; methods to communicate and exchange information; essential to act on concerns as soon as they arise in order to ensure early intervention; prevent children slipping through the net; learning lessons from past failures, e.g. serious case reviews that have attracted considerable media attention.

### 2D Roles and responsibilities of the different organisations that may be involved when a child has been abused or harmed

- Children's Social Care (act when concerns raised about a child, carry out assessment of child's needs, interview child and family, gather information from other agencies, lead Child Protection Conference, action if child is in immediate danger; police (make decision about whether crime has been committed, take emergency action if child is in immediate danger); health professionals, e.g. general practitioners, doctors in emergency departments (examine/observe a child thought to be at risk of abuse or who has suffered abuse); health visitors; Local Safeguarding Children Board (LSCB) (role and responsibility to oversee the work of other agencies, includes experts from the range of children's services, reviews all serious cases of abuse; National Society for the Prevention of Cruelty to Children (NSPCC) (charity with statutory power to take action when children are at risk of abuse, provides helplines for children and for people who are worried about a child, supports families); school (provides support for children or who are known to be on the 'at risk' register); psychologist, e.g. work with child and family; probation, e.g. work with offenders.

## What needs to be learned

Learning outcome 3: Understand the importance of ensuring that children are protected from harm in the work setting:

## What needs to be learned

### **3A Importance of ensuring that children are protected from harm in the work setting**

- Applicable to own home country and setting or organisation, e.g. responsibility of adults in certain settings to act loco parentis; effect of harm on children's wellbeing and development; all aspects of the setting require consideration, e.g. health and safety issues, behaviour, bullying, safeguarding, internet safety, safety on off-site.

### **3B Steps that practitioners can take to protect themselves in their everyday practice in the work setting and on off-site visits**

- Follow child protection, anti-bullying, health and safety, e-safety policies and procedures of setting with regard to propriety and behaviour, intimate personal care, physical contact; non-use of mobile phones while with children; use of photography and video; informing colleagues of whereabouts and actions.

## **Learning outcome 4: Understand the importance of child protection, including online safety**

### **4A Child protection**

- Duty of care; children's right to be safe; child-centred provision; importance of listening; empowering children.

### **4B Risks and possible consequences for children of being online and of using a mobile phone**

- Social networking sites, e.g. personal information such as telephone numbers, photographs; personal information online also becomes accessible to individuals other than their friends; internet, e.g. children in the setting should be unable to access inappropriate material due to filters that the setting's computers are required to have, home computers may not have filters in place; mobile phones, e.g. can be a means of bullying children.

### **4C Reducing risk to children from internet and mobile phone use**

- Clear e-policy for setting or organisation; internet filters, e.g. Kitemark for Child Safety Online; emphasise importance of keeping personal details private; privacy settings on social networking sites; information workshops for parents about e-safety.

## Essential information for tutors and assessors

### Employer involvement

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

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

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

### Essential resources

There are no special resources needed for this unit.

### Wider skills

#### Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR ✓	EL – MOL ✓	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC✓	SP – PS✓
MY – COP	EL – SRS	IS – T✓	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

#### Table key

✓	Signposted as part of learning. Requires additional assessment for student to achieve this TS
blank	TS not embedded or signposted in unit

### Sustainability education

This unit is aligned to and supports understanding of the following UN Sustainability Development Goals:

Goal 3 Good Health and Wellbeing

## Assessment

This unit is internally assessed. To achieve a pass, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Pearson has produced an Authorised Assignment Brief (AAB) to support centres in the assessment of this unit. Refer to *Section 5 Assessment requirements*.

The unit is assessed by assessment tasks only. There is no linked TOE1 form, although students will need to use research carried out in their workplace setting to inform their written work.

### Mandatory evidence requirements

The assessment criteria specified in the unit sets out the level required for learners to meet pass in each of the learning outcomes.

There are no mandatory evidence requirement formats for this unit in addition to the assessment requirements.

Further requirements or clarification are given below for each learning outcome.

#### Learning outcome 1

- AC1.1 requires at least **two** factors.
- AC1.2, 1.3, 1.4, 1.5, 1.6 and 1.7 has no further requirements.

#### Learning outcome 2

- This learning outcome has no further requirements.

#### Learning outcome 3

- This learning outcome has no further requirements.

#### Learning outcome 4

- This learning outcome has no further requirements.

## Unit 5: Supporting Babies and Young Children with Special Educational Needs and Disabilities

---

Level: 2

Assessment type: Internal

Guided learning hours: 20

---

### Unit in brief

This unit gives students the knowledge, skills and behaviours needed to be able to support children with special educational needs and disabilities.

### Unit introduction

The unit covers understanding the needs of children with disabilities and those with special educational needs. Students will learn how to, and be able to, support the children's inclusion and participation in the full range of activities and experiences provided in the setting.

Students will develop understanding of the full range of supports that are available, and which of these may be appropriate for children in their setting. They will then support children in their work placement setting.

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1. Understand the needs of children in own care with special educational needs and disabilities	1.1 Describe the relationship between special educational needs and disability 1.2 Describe the nature of the special educational needs and/or disabilities of children with whom they work 1.3 Describe the special provision required by children with whom they work
2. Be able to contribute to the inclusion of children with special educational needs and disabilities	2.1 Obtain information about the individual needs, capabilities and interests of children with special educational needs and disabilities with whom they work 2.2 Identify barriers to participation for children with special educational needs and disabilities with whom they work 2.3 Demonstrate ways of supporting inclusion and inclusive practices in own work with children with special educational needs and disabilities
3. Be able to support children with special educational needs and those with disabilities to participate in the full range of activities and experiences	3.1 Identify and implement adaptations that can be made to support children with special educational needs and disabilities to participate in the full range of activities and experiences provided by the setting 3.2 Support the assessment, planning, implementation and reviewing of each baby and young child's individual plan for their care and participation in line with the Graduated Approach 3.3 Support children to use specialist aids and equipment as necessary to enable them to participate in activities and experiences 3.4 Demonstrate ways of supporting participation and equality of access for children with special educational needs and disabilities

## Unit content

What needs to be learned
<b>Learning outcome 1: Understand the needs of children in own care with special educational needs and disabilities</b>
<b>1A The relationship between special educational needs and disability</b> <ul style="list-style-type: none"><li>• Legal definition of special educational needs (Education Act 1996), definition of disability, Equality Act 2010.</li></ul>
<b>1B The nature of special educational needs and/or disabilities</b> <ul style="list-style-type: none"><li>• Mobility or physical disability, sensory impairment; developmental disability, e.g. autism, Asperger syndrome; mental disorders, speech or language difficulties; specific learning difficulties, e.g. dyslexia, dyspraxia; chronic illness, e.g. cystic fibrosis, diabetes; behavioural difficulties; children with complex needs.</li></ul>
<b>1C Special provision required by children</b> <ul style="list-style-type: none"><li>• Additional support, e.g. one-to-one support, additional support in class; people who provide support, learning support assistant (LSA), teaching assistant, adapted or specialist resources, e.g. written materials with larger font; tactile games; specialist equipment, e.g. mobility aids; feeding equipment; communication methods, e.g. British Sign Language, Makaton; assistive technologies, e.g. adapted keyboards; voice-recognition software; adapted environment, e.g. ramps, seating arrangements.</li></ul>
<b>Learning outcome 2: Be able to contribute to the inclusion of children with special educational needs and disabilities</b>
<b>2A Information on the individual needs, capabilities and interests of children with special educational and/or disabilities</b> <ul style="list-style-type: none"><li>• Information from children and their families; colleagues in the childcare setting; external support agencies; individual education or support plans.</li></ul>
<b>2B Identify barriers to participation</b> <ul style="list-style-type: none"><li>• Factors that prevent children from participating, e.g. physical access; inappropriate resources or equipment; barriers to communication, e.g. speech and language delay, sensory impairment; attitudes of staff, family or peers.</li></ul>
<b>2C Ways to remove barriers to participation</b> <ul style="list-style-type: none"><li>• Use of preferred communication method; knowing the interests and abilities of individual children; adapting the environment; having realistic expectations of children; providing suitable resources and equipment.</li></ul>

## What needs to be learned

### 2D Ways of supporting inclusion and inclusive practices

- Breaking down barriers; preparing the environment, e.g. seating arrangements, adequate space; differentiated activities that are appropriate for stage of development; working practices that value and include children with special educational needs or disabilities; adapting resources.

### Learning outcome 3: Be able to support children with special educational needs and those with disabilities to participate in the full range of activities and experiences

#### 3A Ways to identify and implement adaptations

- Identify needs through, e.g., observation, discussion with staff, individual education plans, adaptations to activity, e.g. space, timing, support given; adaptations to resources, e.g. different-coloured paper for children with dyslexia; adapting level of support given.

#### 3B Support the use of specialist aids and equipment

- Specialist equipment, e.g. rollerballs; touchscreens; mobility aids; support through demonstration; encouragement and praise; observing health and safety.

#### 3C Graduated Approach

- Four stages of action: assess, plan, do and review.

#### 3D Cycle of action

- Usually led by the key person, supported by the setting SENCO, parents engaged throughout, action informed by the child's views throughout, cycle can be revisited in order to identify the best way of securing good progress.

#### 3E Ways of supporting participation and equality of access

- Participation in, e.g., learning activities, play, leisure activities; knowing the needs of children; preparation of environment; observing children to ensure that they are fully involved.

## Essential information for tutors and assessors

### Employer involvement

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

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

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

### Essential resources

There are no special resources needed for this unit.

### Wider skills

#### Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR ✓	EL – MOL ✓	IS – WC✓	SP – CT✓
MY – PS&R ✓	EL – CL✓	IS – V&NC✓	SP – PS✓
MY – COP	EL – SRS ✓	IS – T✓	SP – C&I✓
MY – PGS	EL – PRS✓	IS – C&SI✓	

#### Table key

✓	Signposted as part of learning. Requires additional assessment for student to achieve this TS
blank	TS not embedded or signposted in unit

### Sustainability education

This unit is aligned to and supports understanding of the following UN Sustainability Development Goals:

Goal 3 Good Health and Wellbeing

Goal 4 Quality Education

## Assessment

This unit is internally assessed. To achieve a pass, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

There is no AAB for this unit, however there is a TOEQ 1 form in the Placement Experience Assessment Workbook that covers all assessment criteria. Refer to *Section 5 Assessment requirements*.

All assessment criteria must be assessed in the workplace.

### Mandatory evidence requirements

Students must produce evidence in formats including:

- witness statements of discussions
- observation records, signed by manager/supervisor, of support given to children.

Evidence must also show the student has enabled the children to fully participate in the experiences within the workplace setting.

The assessment criteria specified in the unit sets out the level required for learners to meet pass in each of the learning outcomes.

Further requirements or clarification are given below for each learning outcome.

#### Learning outcome 1

- This learning outcome has no further requirements.

#### Learning outcome 2

- AC 2.1 has no further requirements.
- AC 2.2 requires at least **two** barriers.
- AC 2.3 requires at least **two** ways of supporting inclusion.

#### Learning outcome 3

- AC 3.1 requires at least **two** adaptations.
- AC 3.2 has no further requirements.
- AC 3.3 requires at least **two** specialist aids.
- AC3.4 requires at least **two** ways of supporting participation.

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

---

Level:	2
Assessment type:	Internal
Guided learning hours:	25

---

### Unit in brief

This unit covers the competence requirements for communicating effectively with individuals, including babies and young children.

### Unit introduction

Communication covers more than just speaking – communication skills include non-verbal and listening skills, which are important aspects of expressing needs, emotions and thoughts.

Students will learn knowledge, skills, and behaviours for developing, maintaining and supporting relationships with and between babies and young children, as well as others in the work setting is an important aspect of this unit.

The unit looks at the importance of communication with a range of people and the ways to reduce barriers to communication, as well as the issue of confidentiality.

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
<p>1. Be able to communicate with babies and young children</p>	<p>1.1 Communicate with babies and young children in a way that is appropriate to them, using both conventional language and body language:</p> <ul style="list-style-type: none"> <li>• 0-2 yrs</li> <li>• 2-3 yrs</li> <li>• 3-5 yrs</li> </ul> <p>1.2 Actively listen to babies and young children, and value what they say, experience and feel</p> <p>1.3 Demonstrate how to extend children’s development and learning through verbal and non-verbal communication</p> <p>1.4 Encourage babies and young children to use a range of communication methods</p> <p>1.5 Check that babies and young children understand what is communicated</p>
<p>2. Be able to meet the communication and language needs, wishes and preferences of babies and young children</p>	<p>2.1 Explain ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech</p> <p>2.2 Describe a child or baby’s communication and language needs, wishes and preferences</p> <p>2.3 Explain the role of the Early Years Practitioner in supporting children’s communication, literacy and language development</p> <p>2.4 Identify suitable resources to support literacy</p> <p>2.5 Support children’s early interest and development in mark making, writing, reading and being read to</p> <p>2.6 Demonstrate a range of communication methods to exchange information about children with adults</p>

Learning outcomes	Assessment criteria
	2.7 Demonstrate communication methods and ways of adapting own behaviour that meet a child or baby's communication needs, wishes and preferences
3. Be able to reduce barriers to communication	3.1 Identify barriers to communication 3.2 Explain how to reduce barriers to communication in different ways 3.3 Evaluate the effectiveness of own role to minimise barriers to communication and to check that communication has been understood
4. Be able to apply the principles and practices relating to confidentiality at work	4.1 Explain the term 'confidentiality' 4.2 Describe how to maintain confidentiality in day-to-day communication, in line with agreed ways of working 4.3 Describe situations where confidential information might need to be passed on

## Unit content

What needs to be learned
<b>Learning outcome 1: Be able to communicate with babies and young children</b>
<b>1A Communicating with babies and young children in a way that is appropriate to them, using appropriate communication methods and including both conventional language and body language</b> <ul style="list-style-type: none"><li>• Use language appropriate to age/stage of development of baby/young child; meaning or message appropriate to stage/age of baby or young child, e.g. brief, specific; spoken language, e.g. form and tone of expression, questioning, confirming, reflecting; clarifying meaning, body language, e.g. eye contact, facial expressions, body movement, posture, gesture, muscle tension, touch, proximity, orientation, facial expressions, gestures, active listening; how to extend children's development and learning through verbal and non-verbal communication; communication through play; use of sign language/baby signing.</li></ul>
<b>1B Actively listening to children and value what they say, experience and feel</b> <ul style="list-style-type: none"><li>• Awareness of individual needs; appropriate body language, e.g. eye contact, orientation; give baby or young child full attention; show genuine interest; demonstrate empathy; take concerns seriously.</li></ul>
<b>1C Checking that babies and young children understand what is communicated</b> <ul style="list-style-type: none"><li>• Use language appropriate to stage/age of baby/young child; awareness of non-verbal clues, e.g. body language, gestures, signs; using questions to clarify and check understanding; summarising and confirming key points.</li></ul>
<b>Learning outcome 2: Be able to meet the communication and language needs, wishes and preferences of babies and young children</b>
<b>2A Why communication is important</b> <ul style="list-style-type: none"><li>• Supports the development of effective relationships, helps to build trust; aids understanding of baby's/young child's needs and interests; prevents misunderstandings.</li></ul>
<b>2B Reasons why people communicate</b> <ul style="list-style-type: none"><li>• Express needs; share ideas and information; to reassure; express feelings; build relationships; socialise; ask questions, share experiences; extends babies' and children's development.</li></ul>
<b>2C Communication and language needs of individuals</b> <ul style="list-style-type: none"><li>• English as an additional language (home language); preferred method; sensory difficulties; preferences based on, e.g., beliefs, values, cultural variations, age, gender; additional learning needs; physical disabilities; delayed speech.</li></ul>

## What needs to be learned

### 2D Communication methods

- Verbal: non-verbal; written; British Sign Language; Makaton; Braille; finger spelling; pictures and symbols; technological aids, e.g. Minicom, telephone relay systems; human aids, e.g. interpreters, translators and adapt communication methods when exchanging information about children with adults.

### 2E Knowing when and how to seek advice: awareness of barriers

- Awareness of barriers; understanding own strengths and weaknesses relating to communication skills; support from colleagues; manager or supervisor; SENCO; specialists, e.g. speech and language therapists, sign language specialists, occupational therapists.

## Learning outcome 3: Be able to reduce barriers to communication

### 3A Barriers to communication

- Background and culture of individual; sensory impairment; dialect; use of jargon or language not appropriate to age/stage of development; environmental factors, e.g. noise, poor lighting; attitudes; learning disabilities; health conditions; lack of confidence.

### 3B Ways to reduce barriers

- Use of technological aids; human aids, e.g. interpreters, signers, translators; using clear speech and appropriate vocabulary; staff training; improving environment; reducing distractions.

### 3C Checking understanding

- Ask questions to check understanding and clarify, repeat and rephrase when necessary, allow adequate time for response, awareness of body language and non-verbal communications of respondent, visual clues and other signs that information has been understood.

### 3D Sources of information and support

- Interpreting service; speech and language services; advocacy services; third sector organisations, e.g. Royal National Institute for Deaf People (RNID).

## What needs to be learned

### Learning outcome 4: Be able to apply principles and practices relating to confidentiality at work

#### 4A Confidentiality

- Where one person receives personal or sensitive information from another person, this information should not be passed on to anyone else without the consent of the person from whom the personal or sensitive information was received; meaning of confidentiality as contained in principles of current legislation, e.g. the General Data Protection Regulation (GDPR) 2018.

#### 4B Confidentiality in day-to-day communication

- Confidentiality in different interpersonal situations, e.g. adult receives personal or sensitive information about a baby or young child, adult receives personal or sensitive information about another adult or colleague, young child receives personal or sensitive information about other baby or young child, young child receives personal or sensitive information about an adult; following policies and procedures in own workplace setting, e.g. policies for sharing information, situations where unconditional confidentiality cannot be maintained, support and guidance regarding confidential information, role of manager or supervisor, referral, training; types of information, e.g. paper-based, electronic, verbal, hearsay; confidentiality relating to the collection, recording and storage of different types of information.

#### 4C When confidential information might need to be passed on

- Need to share information when individuals are at risk of harm or when abuse is suspected; whistleblowing; concept of 'need to know'.

#### 4D How and when to seek advice regarding confidentiality

- Referring to line manager or supervisor; seeking consent; importance of following procedures.

## Essential information for tutors and assessors

### Employer involvement

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

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

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

### Essential resources

There are no special resources needed for this unit.

### Wider skills

#### Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR ✓	EL – MOL ✓	IS – WC✓	SP – CT✓
MY – PS&R ✓	EL – CL✓	IS – V&NC✓	SP – PS✓
MY – COP✓	EL – SRS ✓	IS – T✓	SP – C&I✓
MY – PGS✓	EL – PRS✓	IS – C&SI✓	

#### Table key

✓	Signposted as part of learning. Requires additional assessment for student to achieve this TS
blank	TS not embedded or signposted in unit

### Sustainability Education

This unit is aligned to and supports understanding of the following UN Sustainability Development Goals:

Goal 3 Good Health and Wellbeing

Goal 4 Quality Education

## Assessment

This unit is internally assessed. To achieve a pass, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Pearson has produced an Authorised Assignment Brief (AAB) to support centres in the assessment of the aspects of unit that fall outside of the Placement Experience Assessment Workbook. Refer to *Section 5 Assessment requirements*.

Assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 2.5, 2.6 and 2.7 must be assessed in the workplace.

### Mandatory evidence requirements

Students must produce evidence in formats including:

- observation records, signed by manager/supervisor.

The assessment criteria specified in the unit sets out the level required for learners to meet pass in each of the learning outcomes.

Further requirements or clarification are given below for each learning outcome.

#### Learning outcome 1

- This learning outcome has no further requirements.

#### Learning outcome 2

- This learning outcome has no further requirements.

#### Learning outcome 3

- AC 3.1 requires at least **two** examples of overcoming barriers to communication

#### Learning outcome 4

- This learning outcome has no further requirements.

## Unit 7: Understand Partnership Working for the Benefit of Babies and Young Children

---

Level: 2

Assessment type: Internal

Guided learning hours: 20

---

### Unit in brief

Students will gain knowledge, skills and behaviours about partnership working and have an understanding of and respect the role of parents and carers in children's lives, their differing views, and the different approaches to raising them.

### Unit introduction

This unit gives students an understanding of how to work effectively with colleagues, other professionals and parents, to ensure that the needs of babies and young children are met so that they can receive the best possible care and progress.

Students develop the skills to build positive relationships and work cooperatively with people involved in the care of children.

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1. Understand partnership working within the context of supporting the needs of babies and young children	1.1 Explain the roles and responsibilities of other agencies and professionals that work with and support early years settings, both statutory and non-statutory 1.2 Define the characteristics of effective partnership working 1.3 Explain why working in partnership with others is important for children 1.4 Identify barriers to partnership working
2. Understand the importance of effective communication and information sharing in services for babies and young children	2.1 Describe why clear and effective communication between partners is required 2.2 Explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining confidentiality 2.3 Explain why and how referrals are made to different agencies
3. Understand the importance of partnerships with parents and carers	3.1 Identify the reasons for partnerships with parents and carers 3.2 Encourage parents and carers to take an active role in the baby's/young child's health, wellbeing, learning and development 3.3 Explain partnership working in relation to working effectively with children with special educational needs and disabilities 3.4 Describe circumstances where partnerships with parents and carers may be difficult to develop and sustain

Learning outcomes	Assessment criteria
<p>4. Be able to build positive relationships and work cooperatively with people involved in the care of children</p>	<p>4.1 Explain why positive relationships with people involved in the care of children are important and how they are built and maintained</p> <p>4.2 Explain the importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning and development</p> <p>4.3 Demonstrate how to listen and build relationships with people involved in the care of children</p> <p>4.4 Evaluate own effectiveness in building relationships with people involved in the care of children</p>

## Unit content

What needs to be learned
<b>Learning outcome 1: Understand partnership working within the context of supporting the needs of babies and children</b>
<b>1A Roles and responsibilities</b> <ul style="list-style-type: none"><li>• E.g. of other agencies and professionals that work with and support early years settings, both statutory and non-statutory.</li></ul>
<b>1B Benefits for babies and young children when adults work in partnership with others</b> <ul style="list-style-type: none"><li>• Working in partnerships, e.g. with parents, carers, guardians, professionals, multi-disciplinary teams, colleagues; promoting inclusive practice; sharing common goals; identifying and meeting individual needs of babies and young children; providing support for babies and young children and families; improving outcomes, e.g. for the Early Years Foundation Stage (EYFS); relevant home country legislation.</li></ul>
<b>1C Characteristics of effective partnership working: developing positive working relationships with colleagues and other adults</b> <ul style="list-style-type: none"><li>• Understanding how own role and responsibilities relate to other colleagues and partners; recognising different organisational roles; identifying key features of effective communication and the lines and methods of communication; using appropriate interpersonal and collaborative skills; keeping colleagues informed; identifying organisation's expectations and procedures for good working relationships; promoting effective teamwork; respecting confidentiality in the exchange of information; addressing any problems or communication difficulties promptly; showing respect for colleagues, e.g. respecting the skills and expertise of other practitioners; valuing diversity and recognising the rights of others to have differing opinions or ideas; sharing professional knowledge and expertise in developing common goals; role of the lead professional in taking responsibility for integrated working.</li></ul>
<b>1D Barriers to partnership working: characteristics of ineffective communication between partners</b> <ul style="list-style-type: none"><li>• Characteristics of ineffective communication between partners; causes of breakdown in relationships, e.g. individual personalities, financial and time constraints, different terms and conditions of employment, different roles and priorities, different organisational policies and procedures, challenges of teamwork, different professional language and ways of working; role of effective leadership.</li></ul>

## What needs to be learned

### Learning outcome 2: Understand the importance of effective communication and information sharing in services for babies and young children

#### 2A Requirement for clear and effective communication between partners

- Effective communication, e.g. verbal and non-verbal, questioning and listening skills, body language, facial expression, gestures; effective sharing of information, e.g. clarifying meaning and avoiding misunderstanding, sharing of good practice, professional knowledge and expertise, encouraging contributions from others; early intervention; early identification and assessment of needs; quick referral to appropriate service; coordination of services; meeting the individual needs of children; promoting efficiency and continuity of services; monitoring progress; building relationships with colleagues, parents and other adults.

#### 2B Potential conflicts in relation to sharing information with partners and maintaining confidentiality

- Typical situations that may cause conflict, e.g. difference of opinions, parental wishes, isolation of worker, difficult relationships with partners, balancing the duty of care and individual rights and responsibilities, inaccurate information sharing, impact of different professional working practices; protection of confidential information; safeguarding procedures.

#### 2C Referrals to different agencies

- Reasons for referral to different agencies, e.g. safeguarding children; early intervention and the role of Early Intervention Teams, e.g. Early Help Assessment and Teams around the Family; need for support; policies and procedures for referrals between organisations; role of the lead professional in coordinating services.

### Learning outcome 3: Understand the importance of partnerships with parents and carers

#### 3A Reasons for partnerships with parents and carers

- Benefits of working together, e.g. provide best outcomes for babies and young children, building relationships, sharing information, ideas, thoughts, building knowledge of baby's/child's development, learning opportunity for practitioners, parents and carers, inclusion, effectively managing medical condition or disability; encouraging parents/carers to actively participate in providing best outcomes for their children; in working effectively with children with special educational needs and disabilities.

## What needs to be learned

### **3B Developing and sustaining partnership with parents and carers in own work setting**

- Practice of own organisation; parents and carers working alongside practitioners; recognising the role of parents in a baby's/child's health, wellbeing, learning and development: encouraging parents and/or carers to take an active role in the baby's/child's care, play, learning and development; parents/carers role in supporting early learning; open-door policy; welcoming parents and carers; communication between parent/carer and setting; facilitating involvement of parents and carers, e.g. open mornings, drop-in sessions, meetings, shared activities; sharing planning and empowering parents and carers to contribute, e.g. sharing of observations and assessments, ongoing discussions and shared decision making.

### **3C Difficulties in developing and sustaining partnerships with parents and carers**

- E.g. time and accessibility issues, language and literacy needs, cultural differences, low self-confidence or self-esteem, parent's/carers' previous experiences with education, communication skills of professionals, disability.

## **Learning outcome 4: Be able to build positive relationships and work cooperatively with people involved in the care of children**

### **4A Importance of positive relationships with people involved in the care of babies and young children**

- Common goal to work effectively together to provide the best possible care, support, learning opportunities and effective safeguarding for babies and young children; others involved in the care of babies and young children, e.g. colleagues, manager, carers, official visitors, multiagency professionals, external partners.

### **4B Building positive relationships with people involved in the care of babies and young children**

- E.g. through joint training activities, team meetings, sharing of good practice and information as appropriate, valuing and respecting the contributions, ideas and skills of others, understanding the roles and responsibilities of others involved in the care of babies and young children, importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning and development; reflecting on own effectiveness in building relationships with others involved in the care of babies and young children, seeking feedback and support, be a positive role model reflecting on what worked well and what did not work so well.

## Essential information for tutors and assessors

### Employer involvement

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

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

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

### Essential resources

There are no special resources needed for this unit.

### Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR ✓	EL – MOL	IS – WC	SP – CT✓
MY – PS&R	EL – CL	IS – V&NC✓	SP – PS
MY – COP	EL – SRS✓	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

### Table key

✓	Signposted as part of learning. Requires additional assessment for student to achieve this TS
blank	TS not embedded or signposted in unit

## Assessment

This unit is internally assessed. To achieve a pass, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Pearson has produced an Authorised Assignment Brief (AAB) to support centres in the assessment of the aspects of unit that fall outside of the Placement Experience Assessment Workbook. Refer to Section 5 *Assessment requirements*.

Assessment criteria 3.2 and 4.3 must be assessed in the workplace.

### Mandatory evidence requirements

Students must produce evidence in formats including:

- observation records, signed by manager/supervisor, of interactions with parents and carers.
- The assessment criteria specified in the unit sets out the level required for learners to meet pass in each of the learning outcomes.

Further requirements or clarification are given below for each learning outcome.

#### Learning outcome 1

- AC 1.1 requires at least **two** examples of agencies and professions.
- AC 1.2 and AC 1.3 no further requirements.
- AC1.4 requires at least **two** examples of barriers to partnership working.

#### Learning outcome 2

- This learning outcome has no further requirements.

#### Learning outcome 3

- This learning outcome has no further requirements.

#### Learning outcome 4

- This learning outcome has no further requirements.

## Unit 8: Promote the Health and Wellbeing of Babies and Young Children in Early Years Settings

---

Level:	2
Assessment type:	Internal
Guided learning hours:	23

---

### Unit in brief

The aim of this unit is for students to develop the knowledge, skills and behaviours to support the health and wellbeing of babies and young children.

### Unit introduction

The purpose of this unit is to develop students' understanding of the impact of health and wellbeing on children's learning and development. Health and wellbeing includes the physical, mental and emotional wellbeing of babies and young children. Students should know the nutritional needs and personal care needs of babies and young children when supporting their health and wellbeing.

Students develop the skills required to support promoting health and wellbeing of babies and young children in early years settings. They recognise the importance of creating a positive environment and sharing information with parents and other practitioners who work with babies and young children to ensure consistency of care.

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
<p>1. Be able to support a positive environment that meets the individual needs of babies and young children and supports their health and wellbeing, learning and development</p>	<p>1.1 Meet and greet babies and young children in a way that welcomes them into the work setting</p> <p>1.2 Provide opportunities for babies and young children to engage in activities of their choice and to keep physically active</p> <p>1.3 Provide activities and resources to meet the individual needs of babies and young children</p> <p>1.4 Explain the rest and sleep provision in your setting for:</p> <ul style="list-style-type: none"> <li>• a baby 0–12 months</li> <li>• a toddler aged 18 months</li> <li>• a child aged 3 years</li> </ul> <p>1.5 Explain safe sleep practices which minimise the risk of sudden infant death syndrome (SIDS)</p>
<p>2. Be able to support the personal care needs of babies and young children within a positive environment</p>	<p>2.1 Explain how to effectively care for babies' and young children's skin, hair and teeth</p> <p>2.2 Demonstrate how to support personal care routines that meet the individual needs of babies and young children, encourage them to develop personal hygiene practices, including oral hygiene and promote their resilience, independence, health and wellbeing</p> <p>2.3 Carry out respectful care routines appropriate to the development, stage, dignity and needs of the baby/child, including:</p> <ul style="list-style-type: none"> <li>• eating (feeding and weaning/complementary feeding)</li> <li>• nappy-changing procedures</li> <li>• potty/toilet training</li> <li>• care of skin, teeth and hair</li> <li>• rest and sleep provision</li> </ul>

Learning outcomes	Assessment criteria
	2.4 Explain the short- and long-term impact of health and wellbeing on children’s development
3. Be able to support the nutritional and dietary needs of babies and young children	3.1 Describe the current dietary guidance for babies and young children 3.2 Explain why it is important for babies and young children to have a healthy balanced diet and to be physically active 3.3 Identify special dietary requirements, food allergies and intolerances that a child may experience 3.4 Plan balanced menus, appropriate to children’s different ages, dietary requirements and food allergies 3.5 Demonstrate how to encourage babies and young children to eat healthy balanced meals and to keep hydrated at meal or snack time 3.6 Describe basic food safety when providing food and drink to babies and young children 3.7 Share information with parents/carers about the importance of healthy balanced diets, oral health and being physically active, including any nutrition-related concerns

## Unit content

What needs to be learned
<b>Learning outcome 1: Be able to support a positive environment that meets the individual needs of babies and young children and supports their health and wellbeing, learning and development</b>
<b>1A Meeting and greeting babies and young children in a way that welcomes them into the work setting:</b>
<ul style="list-style-type: none"><li>Babies and young children from 0 – 7 years, EYFS guidance for providers in promoting children’s health, safety and wellbeing (ages 0–5 years); communication skills, e.g. smiling, making eye contact, showing interest; valuing and recognising each individual; showing sensitivity; acknowledging role of parents and carers; building relationships; reflecting cultural diversity in visual displays.</li></ul>
<b>1B Providing opportunities for babies and young children to engage in activities of their choice and to keep them physically active:</b>
<ul style="list-style-type: none"><li>Providing a variety of activities to meet individual needs; accessibility to materials and equipment; communication skills, e.g. listening, questioning; providing babies and young children with opportunities to make choices, select equipment and resources, initiate play; time; free play, physical play resources both inside and outside, own responsibility for protecting and promoting the welfare of children.</li></ul>
<b>1C Activities and resources that meet the individual needs of babies and young children:</b>
<ul style="list-style-type: none"><li>Awareness of children’s ages and stages of development; areas of development, e.g. physical, social and emotional, intellectual, language and communication, cultural, religious, personal choice; seeking advice and support, e.g. from health visitors, specialist nurses; working with parents; assessing needs; building relationships; adaptation of activities and resources; providing support; importance of physical activity, importance of rest and sleep; rest and sleep provision across the age ranges.</li></ul>
<b>1D Supporting the engagement of babies and young children in activities that promote use of their senses</b>
<ul style="list-style-type: none"><li>Use of, e.g., smell, taste, touch, hearing, sight; resources and materials; appropriate activities for age and stage of development of children; sensory development, e.g. use of natural materials, treasure baskets; role of the adult in the setting.</li></ul>
<b>1E Giving praise and encouragement to babies and young children for individual achievements</b>
<b>1F Safe sleeping practices for babies:</b>
<ul style="list-style-type: none"><li>sleep and rest provision in the work setting;</li><li>how to minimise the risk of sudden infant death syndrome (SIDS)</li></ul>

## What needs to be learned

### Learning outcome 2: Be able to support the personal care needs of babies and young children within a positive environment

#### 2A Effective care for babies' and young children's skin, hair and teeth

- Personal hygiene needs and routines; cultural diversity; parental wishes; choice of products; washing skin; bathing and showering; skincare in the sun; allergies or skin conditions; health and safety; care of hair; head lice; oral hygiene and teeth brushing; prevention of tooth decay through healthy eating; prevention of spread of infection.

#### 2B Personal care routines that meet the individual needs of babies and young children and which promote their independence, health and wellbeing

- Basic care needs, e.g. toileting, care of skin, care of teeth; opportunity for rest, quiet and sleep; relevant care routines for ages and stages of development; identifying individual care needs; ways of promoting, independence and self-care; rights to privacy

#### 2C A positive environment and routine that meet the emotional needs of babies and young children and their families

- Impact of health and wellbeing on children's development in the short and long term, promotion of self-confidence, resilience, self-image and a sense of self-worth; links to happiness, security and success; impact on behaviour and achievement; development of independence; importance of meeting basic care needs; relationships and friendships; valuing individuals, encourage positive interactions at meal times

#### 2D Balancing periods of physical activity with rest and quiet time in order to promote physical and mental health and wellbeing

- Benefits of physical activity and benefits of rest and quiet time, e.g. enjoyment, opportunity for body to recover and recuperate, relaxation, improved concentration, mood and memory; requirements of legislation; physical capability of child, e.g. development of lung and heart capacity.

### Learning outcome 3: Be able to support the nutritional and dietary needs of babies and young children

#### 3A Fulfilling the basic nutritional requirements of babies and young children to ensure a balanced diet and meet government guidance

- Principles of nutrition; food groups, nutrients provided and usage in the body; current government guidance and initiatives for home country, e.g. NHS 5 A Day campaign, Change4Life campaign; sharing information with parents/carers on healthy, balanced diets, looking after teeth and being physically active, encouraging children to make healthy choices at meal times.

## What needs to be learned

### **3B Different dietary requirements of babies and young children**

- Changing dietary needs through life; dietary requirements at different ages and stages of development; daily portion intake; religious and cultural requirements; vegetarian and vegan diets; drinking water for babies and young children; plan food menus to meet the different requirements for babies and children in your own setting; involve in getting children ready for snack or lunch times; support children to eat their food at snack or lunch times; share information with parents/carers about the importance of healthy balanced diets, oral health and being physically active, including any nutrition-related concerns including allergies.

### **3C Basic food safety when giving food and drink to babies and young children**

- Food hygiene; causes of food poisoning; legal requirements; safe storage, preparation and cooking of food; prevention of accidents; policies and procedures of the setting relating to food and drink.

## Essential information for tutors and assessors

### Employer involvement

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

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

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

### Essential resources

There are no special resources needed for this unit.

### Wider skills

#### Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR ✓	EL – MOL ✓	IS – WC✓	SP – CT✓
MY – PS&R	EL – CL	IS – V&NC✓	SP – PS✓
MY – COP	EL – SRS	IS – T✓	SP – C&I✓
MY – PGS	EL – PRS	IS – C&SI✓	

#### Table key

✓	Signposted as part of learning. Requires additional assessment for student to achieve this TS
blank	TS not embedded or signposted in unit

### Sustainability education

This unit is aligned to and supports understanding of the following UN Sustainability Development Goals:

Goal 3 Good Health and Wellbeing

## Assessment

This unit is internally assessed. To achieve a pass, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Pearson has produced an Authorised Assignment Brief (AAB) to support centres in the assessment of the aspects of unit that fall outside of the Placement Experience Assessment Workbook. Refer to *Section 5 Assessment requirements*.

Assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4 and 3.5 must be assessed in the workplace.

### Mandatory evidence requirements

Students must produce evidence in formats including:

- witness statements of discussions
- observation records, signed by manager/supervisor.

The assessment criteria specified in the unit sets out the level required for learners to meet pass in each of the learning outcomes.

Further requirements or clarification are given below for each learning outcome.

#### Learning outcome 1

- This learning outcome has no further requirements.

#### Learning outcome 2

- This learning outcome has no further requirements.

#### Learning outcome 3

- This learning outcome has no further requirements.

## Unit 9: Supporting Children’s Learning through Play

---

**Level:** 2

**Assessment type:** Internal

**Guided learning hours:** 24

---

### Unit in brief

This unit will provide students with the knowledge, skills and behaviours to support children’s learning during a wide range of activities, purposeful play opportunities and educational programmes.

### Unit introduction

Play is an important way in which children learn; it aids development and students will see how play changes as children develop. They will also learn how adults work to organise, plan and resource play activities.

Students will demonstrate competence in supporting play and leisure activities, helping children to manage risk and challenge while reflecting on and improving their own practice.

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
<p>1. Understand the nature and importance of play and leisure activities</p>	<p>1.1 Explain the importance of play and leisure activities for children, and how they contribute to children's development</p> <p>1.2 Explain the terms:</p> <ul style="list-style-type: none"> <li>• adult-led activities</li> <li>• child-initiated activities</li> <li>• spontaneous experiences</li> </ul> <p>1.3 Outline the characteristics and benefits of:</p> <ul style="list-style-type: none"> <li>• solitary play</li> <li>• parallel play</li> <li>• associative play</li> <li>• cooperative play</li> <li>• freely chosen play</li> <li>• self-directed play and leisure</li> </ul>
<p>2. Be able to support children's play, promote positive behaviour and implement an inclusive practice</p>	<p>2.1 Demonstrate ways to encourage babies and young children to be physically active through one planned and one spontaneous indoor and outdoor play and leisure activity</p> <p>2.2 Demonstrate inclusive practice, ensuring that every child is included and supported</p> <p>2.3 Demonstrate interaction with children in a way that shows you:</p> <ul style="list-style-type: none"> <li>• are interested in what they say, experience and feel</li> <li>• respect their privacy and freedom to make choices for themselves</li> <li>• encourage and praise them during play and activities</li> </ul>

Learning outcomes	Assessment criteria
	<p>2.4 Model and promote positive behaviour to young children</p> <p>2.5 Demonstrate ways to encourage babies and young children to clear away after activities</p>
<p>3. Be able to support young children through purposeful play and educational learning</p>	<p>3.1 Plan and carry out a range of activities, play opportunities and educational activities to support young children’s learning and development</p> <p>3.2 Demonstrate ways of encouraging children to manage risk and challenge in play and leisure activities for themselves</p> <p>3.3 Support children’s interest and development in Mathematics learning</p> <p>3.4 Review activity plans that support young children’s play, creativity, social skills, literacy and numeracy</p>

## Unit content

What needs to be learned
<b>Learning outcome 1: Understand the nature and importance of play and leisure</b>
<b>1A Importance of play and leisure for children</b> <ul style="list-style-type: none"><li>• Enables children to relax, enjoy sense of participation, build friendships, develop relationships and social skills, problem solve, enjoy physical exercise, build stamina, release energy, relieve stress, manage own feelings, understand others, source of motivation.</li></ul>
<b>1B Contribution to children's development</b> <ul style="list-style-type: none"><li>• Physical development, e.g. gross and fine manipulative skills, stamina; intellectual development, e.g. curiosity, decision making, problem solving; development of communication skills, e.g. listening, responding, extending vocabulary; emotional development, e.g. managing own feelings, self-esteem; independence; social development, e.g. making friends, negotiating, taking turns, showing fairness and consideration for others</li></ul>
<b>1C The United Nations Convention on the Rights of the Child in relation to relaxation and play</b> <ul style="list-style-type: none"><li>• Every child has the right to relax, play and join in a wide range of cultural and artistic activities.</li></ul>
<b>1D Types of activities</b> <ul style="list-style-type: none"><li>• Adult led activities – the adult plans, organises and leads the activities with the children, child-initiated activities – children choose and lead their own play, spontaneous experiences – a naturally occurring experiences without prior planning.</li></ul>
<b>1E Characteristics and benefits of solitary play, parallel play, associative play and cooperative play, Freely-chosen, self-directed play and leisure</b> <ul style="list-style-type: none"><li>• 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; baby or young child makes the decision about what they want to do, where and with whom and with which resources; more likely to achieve at and enjoy freely-chosen leisure activities; child demonstrates a complex range of knowledge and skills during self-directed play.</li></ul>

## What needs to be learned

### Learning outcome 2: Be able to support children's play, promote positive behaviour and implement inclusive practice

#### 2A Supporting children's play and leisure activities

- 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; providing enabling environments that allow time and opportunity to play; appreciating the importance and value of play and leisure activities and the contribution they make to a child's holistic development; 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; selecting appropriate resources for identified needs, e.g. natural materials, story props, sensory materials, construction apparatus, modelling materials, imaginative play, creative materials, games, ICT equipment, apparatus for gross motor development; providing sensitive and appropriate supervision, interaction and support; interact with children in a way that demonstrates interest in what they say, experience and feel, respect for their privacy and freedom to make choices for themselves, offer encouragement and praise for play and leisure activities, avoiding taking over play and leisure activities, recognise when adult support is not required, encouraging children to take part in clearing up after activities.

#### 2B Sensitivity to own impact on activities

- Communicate appropriately to age, language level and needs of baby or young child; ensure that every child is included; modelling language, appropriate vocabulary; non-verbal, gestures, body movement, eye contact, facial expressions; being responsive to children's needs and own thoughts and opinions; acknowledging individuality; encourage children to explore and choose play opportunities for themselves, to adapt ideas and resources according to their needs; follow interests of child; recognise achievements, give reassurance, express approval, consistently encourage children to behave well and to learn right from wrong.

## What needs to be learned

### Learning outcome 3: Be able to support young children through purposeful play and educational learning

#### 3A Plan, carry out and review children's play and leisure

- Work with early years practitioners to play, organise and prepare play areas, to include role play, book corners, creative areas; supports early interests e.g. in mark making, writing, reading and being read to; outdoor areas-supervise play with children by being available but not intrusive, mathematics learning should include numbers, number patterns, counting, sorting and matching, ensure health and safety requirements are met, allow children to develop their own play ideas without over- or under protection, provide adequate resources to enable children to develop and deepen play, offer new ideas and resources or alternatives; review the effectiveness of activities in terms of supporting creativity and social development.

#### 3B Safety checks on areas used for children's play and leisure before, during and after play and leisure activities

- Carrying out routine risk assessments, ensure safe and secure resources and environments both indoors and outdoors; assess risk; balance risk and protection; set clear and appropriate ground rules for play; clearing up after activities.

#### 3C Value of risk and challenge in children's play and leisure

- Value of physical risk and challenge, e.g. learning to negotiate natural hazards as well as those around the home, learning how to use tools and equipment safely, developing control and coordination of body; value of social and moral risk and challenge, e.g. developing an understanding of the expectations and rules in different social settings, reasoning skills, negotiation skills, learning to say 'no'; value of intellectual risk and challenge, e.g. willingness to try out new ideas, test theories, develop problem-solving skills, being resourceful, inventive and creative.

#### 3D Unacceptable risk and challenge in children's play and leisure

- Taking risks that are potentially dangerous to themselves or others, putting others at risk, risk of damage to property.

#### 3E Importance of children managing risk and challenge for themselves

- Enables children to recognise dangers around them, encourages development of accountability and independence, development of coping, reasoning and thinking skills, make judgements about their own capabilities, make own reasoned decisions, see or experience consequences for themselves.

## What needs to be learned

### **3F Encouraging children to manage risk and challenge in play and leisure activities for themselves**

- Set clear rules for play and leisure that allow for appropriate level of challenge and risk so that children feel confident in their ability to manage the risk or challenge presented; encourage children to think about the consequences of taking certain risks; encourage children to make their own decisions (appropriate to their age and abilities) by offering guidance without being intrusive; recognise and praise initiative, sound decisions and achievements of the child regarding risk and challenge.

## Essential information for tutors and assessors

### Employer involvement

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

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

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

### Essential resources

There are no special resources needed for this unit.

### Wider skills

#### Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR ✓	EL – MOL ✓	IS – WC✓	SP – CT✓
MY – PS&R	EL – CL✓	IS – V&NC✓	SP – PS✓
MY – COP	EL – SRS ✓	IS – T✓	SP – C&I✓
MY – PGS	EL – PRS✓	IS – C&SI✓	

#### Table key

✓	Signposted as part of learning. Requires additional assessment for student to achieve this TS
blank	TS not embedded or signposted in unit

### Sustainability Education

This unit is aligned to and supports understanding of the following UN Sustainability Development Goals:

Goal 3 Good Health and Wellbeing

Goal 4 Quality Education

## Assessment

This unit is internally assessed. To achieve a pass, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

There is no AAB for this unit, however there is a TOEQ 1 form in the Placement Experience Assessment Workbook that covers all assessment criteria. Refer to *Section 5 Assessment requirements*.

All assessment criteria must be assessed in the workplace.

### Mandatory evidence requirements

Students must produce evidence in formats including:

- witness statements of professional discussions
- observation records, signed by manager/supervisor, of play activities and interactions with parents and carers.

The assessment criteria specified in the unit sets out the level required for learners to meet pass in each of the learning outcomes.

Further requirements or clarification are given below for each learning outcome.

#### Learning outcome 1

- This learning outcome has no further requirements.

#### Learning outcome 2

- This learning outcome has no further requirements.

#### Learning outcome 3

- This learning outcome has no further requirements.

# Unit 10: Contribute to Observation, Assessment and Planning to Support Children's Development

---

Level: 2

Assessment type: Internal

Guided learning hours: 27

---

## Unit in brief

The aim of this unit is for students to apply their knowledge, skills and behaviours of the role of observation, assessment and planning in order to support child development.

## Unit introduction

In this unit, students learn that observation and assessment are key to planning appropriate developmental activities. Observation and assessment help to inform practitioners about a child's likes and dislikes, what they like doing, and who they like to play with so that activities can be adapted and modified to ensure a child centred approach.

Students develop an understanding of a range of observational methods and how they can be used to inform the planning process. They demonstrate their ability to contribute to the observation, assessment and planning for babies and young children.

Students build on the knowledge, skills and behaviours acquired in Units 2 and 9.

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1. Be able to contribute to assessments of the development needs of children	1.1 Identify different observation methods and why they are used 1.2 Describe the key stages in the observation, assessment and planning cycle and explain the value of observation for: <ul style="list-style-type: none"> <li>• the child</li> <li>• parents/carers</li> <li>• the setting in planning the next steps</li> </ul> 1.3 Observe children in line with the EYFS, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected current framework and setting's requirements 1.4 Suggest ways the identified development needs of a child can be met in the work setting
2. Understand how to monitor children's development and interventions that should take place if this is not following the expected pattern	2.1 Explain how to monitor children's development using different methods 2.2 Explain the reasons why children's development may not follow the expected pattern 2.3 Describe how to refer concerns you may have about a baby's or child's development 2.4 Explain how different types of interventions can promote positive outcomes for children where development is not following the expected pattern
3. Understand the importance of early intervention to support the speech, language and communication needs of children	3.1 Assess the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition 3.2 Explain how play and activities are used to encourage speech and language skills 3.3 Reflect on learning activities used in own early years setting to support children's early language development

Learning outcomes	Assessment criteria
4. Be able to assess the development needs of children and prepare a development plan.	<p>4.1 Assess a child's development in the following areas:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• communication/language</li> <li>• intellectual/cognitive</li> <li>• social, emotional and behavioural</li> </ul> <p>4.2 Explain the selection of the assessment methods used</p> <p>4.3 Develop a plan to meet the holistic development needs of a child through a range of play, creativity, social development and learning activities</p>

## Unit content

What needs to be learned
<b>Learning outcome 1: Be able to contribute to assessments of the development needs of children</b>
<b>1A Observing and recording development</b> <ul style="list-style-type: none"><li>• Areas of development (physical, communication, intellectual/cognitive, social, emotional and behavioural) Methods of observation: importance of selecting appropriate method; methods, e.g. narrative, running records, diary, anecdotal, time sampling, event recording; EYFS cycle: key stages in the observation, assessment and planning cycle.</li></ul>
<b>1B Supporting assessments</b> <ul style="list-style-type: none"><li>• EYFS 2012 regulations, procedures and frameworks in own setting; confidentiality; need for objectivity, recognising bias; concept of children at the centre of assessment; procedures for sharing information, including parents, children, professionals; value of observation for the child, parents/carers, the setting in planning the next steps.</li></ul>
<b>1C Meeting development needs</b> <ul style="list-style-type: none"><li>• Needs in relation to special educational needs; disability; interests; preferred learning styles; interests and self-concept; family background, e.g. culture and religion, language; meeting needs through play and learning opportunities; flexibility in planning; targeted support; inter-agency working.</li></ul>
<b>Learning outcome 2: Understand how to monitor children's development and interventions that should take place if this is not following the expected pattern</b>
<b>2A Methods of monitoring development</b> <ul style="list-style-type: none"><li>• Formal; informal; observation and assessment; formative; summative; comparison with milestones; relation to child-development theorists; information from parents/carers, colleagues; assessment frameworks: curriculum frameworks (Early Years Foundation Stage (EYFS), National Curriculum); standard measurements, e.g. milestones, percentiles.</li></ul>
<b>2B Assessing different areas of development</b> <ul style="list-style-type: none"><li>• Physical development; development of communication/language; intellectual/cognitive development; creative development; social, emotional and behavioural development.</li></ul>

## What needs to be learned

### 2C Recording, reporting and sharing information

- Contributing to observations of children and knowing how these are recorded in children's profiles and according to the procedures and policies of the setting; sharing information with parents or carers and children, sharing findings as appropriate and according to the procedures and policies of the setting, referring concerns, e.g. particular difficulties, suspected abuse, legal evidence to an appropriate professional such as the SENCO; procedures in familiar setting.

### 2D Reasons why development is not following expected patterns

- Disability; emotional or physical difficulties; environmental factors; cultural reasons; social factors; specific learning needs; communication difficulties.

### 2E Different types of intervention

- Social worker, e.g. support for looked-after children; speech and language therapist, e.g. support with communication difficulties; psychologist, e.g. support with learning and behavioural difficulties; psychiatrist support with emotional difficulties; specialist nurse, e.g. support for children with specific health needs; additional learning support, e.g. support in the classroom; physiotherapist, e.g. support for gross motor skills development; assistive technology, e.g. technologies to enable pupils who have specific needs to access the curriculum, computer programs, speech recognition device, hearing aid; health visitor, e.g. liaison with the family on health issues.

## Learning outcome 3: Understand the importance of early intervention to support the speech, language and communication needs of children

### 3A Importance of early identification of speech, language and communication delays and disorders

- Language and communication delay impacts on cognitive development/learning, social development, emotional development/ behaviour.

### 3B Multi-agency teams supporting speech, language and communication

- Speech and language therapist; special educational needs coordinator (SENCO); teacher; school support worker; sensory support teacher; autism advisory teacher; educational psychologist; parents/carers.

### 3C Play and activities to support speech, language and communication

- Whole-class and small-group activities; strategies, e.g. body language including gestures, pointing, facial expressions; babies or young children, e.g. puppets, pictures, games, songs and rhymes; signs; technology, e.g. story downloads, CDs, computer programs, interactive whiteboards; modelling language.

## What needs to be learned

### Learning outcome 4: Be able to assess the development needs of children and prepare a development plan

#### 4A Relevant factors when assessing development

- Child's wishes and feelings, ethnic, linguistic and cultural background, disability or specific requirements, additional needs; reliability of information; avoiding judgements or bias, age and stage of development; confidentiality and circumstances where total confidentiality is not appropriate, e.g. safety of the baby or child is at risk.

#### 4B A plan that meets the development needs of a child

- How the plan support areas of learning in the EYFS curriculum, e.g. prime areas, specific area; refer to developmental norms as a guide and recognise that development is both holistic and interconnected; include the value of involving the baby or child in taking responsibility for their own development and contributing to the plan; awareness of prior learning; consolidate learning of baby or young child; provide suitable structure; remove barriers to learning; develop strategies to inspire and motivate; plan for ways to provide constructive feedback, e.g. performance indicators, timely communication, use of praise, constructive criticism, reflection, review; appropriate resources and equipment to support the plan.

## Essential information for tutors and assessors

### Employer involvement

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

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

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

### Essential resources

There are no special resources needed for this unit.

### Wider skills

#### Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR ✓	EL – MOL	IS – WC✓	SP – CT
MY – PS&R	EL – CL	IS – V&NC✓	SP – PS✓
MY – COP	EL – SRS✓	IS – T	SP – C&I✓
MY – PGS	EL – PRS✓	IS – C&SI✓	

#### Table key

✓	Signposted as part of learning. Requires additional assessment for student to achieve this TS
blank	TS not embedded or signposted in unit

### Sustainability education

This unit is aligned to and supports understanding of the following UN Sustainability Development Goals:

Goal 3 Good Health and Wellbeing

Goal 4 Quality Education

## Assessment

This unit is internally assessed. To achieve a pass, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Pearson has produced an Authorised Assignment Brief (AAB) to support centres in the assessment of the aspects of unit that fall outside of the Placement Experience Assessment Workbook. Refer to *Section 5 Assessment requirements*.

Assessment criteria 1.3, 1.4, 4.1, 4.2 and 4.3 must be assessed in the workplace.

### Mandatory evidence requirements

Students must produce evidence in formats including:

- witness statements of professional discussions
- observation records.

The assessment criteria specified in the unit sets out the level required for learners to meet pass in each of the learning outcomes.

Further requirements or clarification are given below for each learning outcome.

#### Learning outcome 1

- AC 1.1 requires at least **two** observation methods.
- AC 1.2 and 1.3 has no further requirements.
- AC 1.4 requires at least **two** suggestions.

#### Learning outcome 2

- AC 2.1, AC2.2 and AC2.3 has no further requirements.
- AC 2.4 requires at least **two** types of interventions.

#### Learning outcome 3

- AC 3.1 and AC 3.2 has no further requirements.
- AC 3.3 requires reflection on at least **two** types of learning activities.

#### Learning outcome 4

- AC 4.1 and AC 4.3 have no further requirements.
- AC 4.2 requires at least **two** assessment methods.

# Unit 11: Introduction to Personal Development for Early Years Practitioners

---

**Level:** 2

**Assessment type:** Internal

**Guided learning hours:** 14

---

## Unit in brief

The aim of this unit is for students to develop the knowledge, understanding and skills needed to engage in reflective practice and maintain their personal development.

## Unit introduction

In this unit, students understand the concepts of personal development and reflective practice, which are fundamental to this work.

Reflection is a continuous process and includes making plans for personal development. It is an individual's responsibility to keep up to date with changes to legislation and approaches to practice in order to ensure the highest quality of provision. Students should start their reflective practice and personal development planning when they start work placement and continuously update personal development plans as they progress.

Students will learn to understand the purpose of continuous professional development activities and the ways they can be used to enhance their own knowledge and skills of the early years sector.

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1. Understand what is required for competence in own work role	1.1 Describe the duties, responsibilities and expected behaviours of own role, colleagues and the team. 1.2 Describe ways to ensure that personal attitudes or beliefs do not impact or influence babies and children. 1.3 Identify standards that influence the way your role is carried out and to work as part of a team with colleagues and other professionals
2. Be able to reflect on own work activities	2.1 Reflect on, giving examples, how well you have fulfilled your role and responsibilities in relation to the following procedures and practices: <ul style="list-style-type: none"> <li>• reporting/disclosure/whistleblowing</li> <li>• protecting children</li> <li>• promoting the welfare of babies and young children</li> <li>• safeguarding and security</li> <li>• confidentiality</li> <li>• sharing information</li> <li>• use of technology</li> <li>• providing care and compassion to children</li> <li>• working with colleagues and other professionals</li> </ul> 2.2 Explain why reflecting on practice is an important way to develop knowledge, skills and practice
3. Be able to agree a personal development plan	3.1 Identify sources of support for own learning and development 3.2 Describe the process for agreeing a personal development plan and who should be involved. 3.3 Contribute to drawing up own personal development plan

Learning outcomes	Assessment criteria
4. Be able to develop own knowledge, skills and understanding	4.1 Show how a learning activity has improved own knowledge, skills and understanding 4.2 Show how feedback from others has developed own knowledge, skills and understanding 4.3 Show how to record progress in relation to personal development

## Unit content

What needs to be learned
<b>Learning outcome 1: Understand what is required for competence in own work role</b>
<b>1A Duties and responsibilities</b> <ul style="list-style-type: none"><li>• Job description for own role; organisational goals and practices; roles of colleagues; role in the team; inter-agency working. Standards that influence role: codes of practice; regulations; minimum standards; National Occupational Standards.</li></ul>
<b>1B Ways to prevent personal attitudes and beliefs obstructing quality of work</b> <ul style="list-style-type: none"><li>• Reflecting on own background and experiences; understanding effects of own beliefs and attitudes on practice; seeking ways to gain feedback on own practice; seeking professional development opportunities; developing knowledge and understanding of needs, culture and background of individuals using services.</li></ul>
<b>1C Standards that influence the way your role works</b> <ul style="list-style-type: none"><li>• The Early Years Foundation Stage (EYFS) statutory framework sets the standards for the role and responsibilities of an early years practitioner; EYFS also highlights the requirements for teamwork, including partnerships with other professionals and parents/ carers, fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faith and beliefs.</li></ul>
<b>Learning outcome 2: Be able to reflect on own work activities</b>
<b>2A The importance of reflecting on work activities</b> <ul style="list-style-type: none"><li>• Helps to make sense of and learn from experiences; identifying new opportunities; developing skills and techniques; understanding what has been achieved; thinking about aspects that worked well or not so well; considering what could have been done differently.</li></ul>
<b>2B Following procedures and practices of the setting</b> <ul style="list-style-type: none"><li>• E.g. reporting, safeguarding, whistleblowing, protection and welfare of children, sharing information, confidentiality, use of technology, providing care and compassion to children, and working with colleagues and other professionals.</li></ul>
<b>2C Assessing own knowledge and skills</b> <ul style="list-style-type: none"><li>• Knowledge to carry out role effectively; ability to follow codes of practice and procedures; ways to seek feedback from individuals using services; ways to seek feedback from colleagues, managers or supervisors, tutors and other professionals.</li></ul>

## What needs to be learned

### **2D Reflecting on work activities: keeping a record of development through a log or diary**

- Identifying positive and negative aspects of activity, e.g. organisation, own role, resources used; reflecting on outcomes for individuals using services; understanding own role and contribution to team and/or interagency working.

### **Learning outcome 3: Be able to agree a personal development plan**

#### **3A Sources of support for own learning and development**

- Informal; formal; internal, e.g. line manager, supervisor; mentoring schemes; tutor; accessing specialist information through partner and external organisations; online professional discussion groups.

#### **3B Planning process: cyclical nature of planning and review**

- Understanding own role; identifying own strengths and weaknesses; identifying gaps in knowledge; using feedback from others; appraisal process; understanding development goals of own sector; identifying opportunities to develop knowledge and skills; reviewing progress.

#### **3C People involved: e.g. the individual, people using services, supervisor or line manager, other professionals, tutors or mentors, carers, advocates**

- Understanding the roles of others; best practice for working together; how the perspectives of others can inform own practice

#### **3D Personal development plan**

- Agreeing objectives for development; proposing activities to meet objectives; timescales for review; understanding needs for specific, measurable, achievable, realistic and timed targets (SMART); need for regular review of development plans; need to identify training opportunities and support.

### **Learning outcome 4: Be able to develop own knowledge, skills and understanding**

#### **4A Developing knowledge, skills and understanding through a learning activity**

- Developing new concepts and ideas through, e.g., discussion, working with colleagues, asking questions, training; evidence of applying learning to own practice; activities to develop knowledge and understanding of individuals' needs and preferences; engaging in continuing professional development (CPD) that 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

## What needs to be learned

### **4B Role of reflection in improving own knowledge, skills and behaviours**

- 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 skill; situations in a work context, e.g. supporting an individual using childcare services, support for children, working with colleagues; effectiveness of own practice; recognition of own contribution to teamwork; evidence of applying learning and skills to new situations; changes in own practice; ability to advise and support colleagues; 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.

### **4C Feedback from others**

- Using feedback from others to identify areas to improve own knowledge, skills and behaviours, e.g. developing plans, adapting communication styles with different age ranges; feedback from colleagues, e.g. line manager, supervisor, tutor; feedback from people using services, e.g. adults, young children, families; ways that feedback has been used to make changes in own practice.

### **4D Ways to record evidence of personal progress**

- Importance of regular review; daily log, record of timekeeping skills, roles and responsibilities, equal opportunities; use of diary or journal; personal development plans and reviews; witness testimonies.

## Essential information for tutors and assessors

### Employer involvement

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

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

Centres may involve employers in the delivery of this unit if there are local opportunities. There is no specific guidance related to this unit.

### Essential resources

There are no special resources needed for this unit.

### Wider skills

#### Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL ✓	IS – WC	SP – CT
MY – PS&R ✓	EL – CL ✓	IS – V&NC	SP – PS
MY – COP ✓	EL – SRS	IS – T	SP – C&I
MY – PGS ✓	EL – PRS	IS – C&SI	

#### Table key

✓	Signposted as part of learning. Requires additional assessment for student to achieve this TS
blank	TS not embedded or signposted in unit

## Assessment

This unit is internally assessed. To achieve a pass, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Pearson has produced an Authorised Assignment Brief (AAB) to support centres in the assessment of the aspects of unit that fall outside of the Placement Experience Assessment Workbook. Refer to *Section 5 Assessment requirements*.

Tutors should ensure that students consider their personal development log prior to the end of work placement, to enable them to have relevant discussions with workplace supervisors and to update their log with relevant feedback.

This unit is holistic, and students will draw on learning from across the specification in developing their personal development plans.

Evidence for assessment criteria 2.1 and 2.2 must be assessed in the workplace.

### Mandatory evidence requirements

The assessment criteria specified in the unit sets out the level required for learners to meet pass in each of the learning outcomes.

There are no mandatory evidence requirement formats for this unit in addition to the assessment requirements.

Further requirements or clarification are given below for each learning outcome.

#### Learning outcome 1

- AC 1.1 and AC1.2 have no further requirements.
- AC 1.3 requires learners to identify at least **two** standards that influence the way their role is carried out.

#### Learning outcome 2

- This learning outcome has no further requirements.

#### Learning outcome 3

- AC 3.1 requires at least **two** sources of support.
- AC 3.2 and AC 3.3 have no further requirements.

#### Learning outcome 4

- This learning outcome has no further requirements.

# 11 Appeals

Centres must have a policy for dealing with appeals from students. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after students have been given assessment decisions.

Centres must document all students' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

# 12 Malpractice

## Dealing with malpractice in assessment

---

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

Pearson does not tolerate actual or attempted actions of malpractice by students, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on students, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by students, please see Pearson's *Centre Guidance: Dealing with Malpractice* available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Students must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

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

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

### Student malpractice

The head of centre is required to report incidents of suspected student malpractice that occur during Pearson qualifications. We ask centres to complete *JCQ Form M1* ([www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) and email it with any accompanying documents (signed statements from the student, invigilator, copies of evidence, etc) to the Investigations Processing team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on students lies with Pearson.

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

Failure to report malpractice constitutes staff or centre malpractice.

## Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2* Form (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/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, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released, or they may be 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, such as:

- mark reduction for affected external assessments.
- disqualification from the qualification
- debarment 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 centres to create an improvement action plan.
- requiring staff members to receive further training.
- placing temporary suspensions on certification of students
- placing temporary suspensions on registration of students
- 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 considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of students 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 the *JCQ Appeals booklet* ([www.jcq.org.uk/exams-office/appeals](http://www.jcq.org.uk/exams-office/appeals)).

# 13 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: <https://qualifications.pearson.com/en/contact-us.html>.
- Books, software and online resources for UK schools and colleges: [www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.co.uk).
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)
- *A guide to the special consideration process* (JCQ)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *UK information manual* (updated annually and available in hard copy) **or** *Entries and information manual* (available online) (Pearson).
- *Distance learning and assessment policy* (Pearson)

# 14 Glossary

## General terminology used in specification

---

<b>Term</b>	<b>Description</b>
<b>Level</b>	Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
<b>Guided learning hours (GLH)</b>	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating students, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
<b>Total qualification time (TQT)</b>	This indicates the total number of hours that a typical student will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills.
<b>Learning outcomes</b>	The learning outcomes of a unit set out what a student knows, understands or is able to do as the result of a process of learning.
<b>Assessment criteria</b>	The assessment criteria specify the standard the student is required to meet to achieve a learning outcome.
<b>Unit content</b>	This section sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable students to achieve each learning outcome and to meet the standard determined by the assessment criteria.
<b>Summative assessment</b>	Assessment that takes place after the programme of learning has taken place.
<b>Valid assessment</b>	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
<b>Reliable assessment</b>	The assessment is consistent, and the agreed approach delivers the correct results on different days for the same students and different cohorts of students.

# Appendix 1 – Transferable Skills Framework

Code = transferable skill initials-skill cluster initials

## Managing yourself

Code	Skill cluster	Performance descriptor
MY-TPR	Taking personal responsibility	<ul style="list-style-type: none"> <li>• Demonstrates understanding of their role and responsibilities and the expected standards of behaviour.</li> <li>• Demonstrates compliance with codes of conduct and ways of working.</li> <li>• Makes use of available resources to complete tasks.</li> <li>• Manages their time to meet deadlines and the required standards.</li> <li>• Demonstrates accountability for their decisions or actions.</li> </ul>
MY-PS&R	Personal strengths and resilience	<ul style="list-style-type: none"> <li>• Identifies own personal strengths and demonstrates the ability to use these in relevant areas.</li> <li>• Demonstrates the ability to adapt own mindset and actions to changing situations or factors.</li> <li>• Uses challenges as learning opportunities.</li> </ul>

Code	Skills cluster	Performance descriptor
MY-COP	Career orientation planning	<ul style="list-style-type: none"> <li>● Undertakes research to understand the types of roles in the sector in which they could work.</li> <li>● Reviews own career plans against personal strengths and identifies areas for development to support progression into selected careers.</li> <li>● Takes part in sector-related experiences to support career planning.</li> </ul>
MY-PGS	Personal goal setting	<ul style="list-style-type: none"> <li>● Sets SMART goals using relevant evidence and information.</li> <li>● Reviews progress against goals and identifies realistic areas for improvement.</li> <li>● Seeks feedback from others to improve own performance.</li> </ul>

## Effective learning

Code	Skill cluster	Performance descriptor
EL-MOL	Managing own learning	<ul style="list-style-type: none"> <li>• Maintains a focus on own learning objectives when completing a task.</li> <li>• Demonstrates the ability to work independently to complete tasks.</li> <li>• Reviews and applies learning from successful and unsuccessful outcomes to be effective in subsequent tasks.</li> </ul>
EL-CL	Continuous learning	<ul style="list-style-type: none"> <li>• Engages with others to obtain feedback about own learning progress.</li> <li>• Responds positively to feedback on learning progress from others.</li> <li>• Monitors own learning and performance over the short and medium term.</li> </ul>
EL-SRS	Secondary research skills	<ul style="list-style-type: none"> <li>• Define the research topic or question.</li> <li>• Uses valid and reliable sources to collate secondary data.</li> <li>• Interprets secondary data and draws valid conclusions.</li> <li>• Produces a reference list and cites sources appropriately.</li> </ul>
EL-PRS	Primary research skills	<ul style="list-style-type: none"> <li>• Define the research topic or question.</li> <li>• Carries out primary data collection using appropriate and ethical research methodology.</li> <li>• Interprets primary data to draw valid conclusions.</li> </ul>

## Interpersonal skills

Code	Skill cluster	Performance descriptor
IS-WC	Written communication	<ul style="list-style-type: none"> <li>• Produces clear formal written communication using appropriate language and tone to suit purpose.</li> </ul>
IS-V&NC	Verbal and non-verbal communications	<ul style="list-style-type: none"> <li>• Uses verbal communication skills effectively to suit audience and purpose.</li> <li>• Uses body language and non-verbal cues effectively.</li> <li>• Uses active listening skills and checks understanding when interacting with others.</li> </ul>
IS-T	Teamwork	<ul style="list-style-type: none"> <li>• Engages positively with team members to understand shared goals and own roles and responsibilities.</li> <li>• Respectfully consider the views of team members and consistently shows courtesy and fairness.</li> <li>• Completes activities in line with agreed role and responsibilities.</li> <li>• Provide support to team members to achieve shared goals.</li> </ul>
IS-C&SI	Cultural and social intelligence	<ul style="list-style-type: none"> <li>• Demonstrates awareness of own cultural and social biases</li> <li>• Demonstrates diversity, tolerance and inclusivity values in their approach to working with others.</li> </ul>

## Solving problems

Code	Skill cluster	Performance descriptor
SP-CT	Critical thinking	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the problem or issue to be addressed.</li> <li>• Makes use of relevant information to build ideas and arguments.</li> <li>• Assesses the importance, relevance and/or credibility of information.</li> <li>• Analyses, interprets and evaluates information to present reasoned conclusions.</li> </ul>
SP-PS	Problem solving	<ul style="list-style-type: none"> <li>• Presents a clear definition of the problem.</li> <li>• Gathers relevant information to formulate proposed solutions.</li> <li>• Selects relevant and significant information to formulate proposed solutions.</li> <li>• Identifies negative and positive implications of proposed solutions.</li> <li>• Presents and justifies selected solutions to problems.</li> </ul>
SP-C&I	Creativity and innovation	<ul style="list-style-type: none"> <li>• Identifies new and relevant ideas to help solve a problem.</li> <li>• Refines ideas into workable solutions based on test results and/or feedback.</li> </ul>

For information about Pearson Qualifications, including Pearson Edexcel, and BTEC visit [qualifications.pearson.com](http://qualifications.pearson.com)

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: 80 Strand, London WC2R 0RL.

VAT Reg No GB 278 537121

Cover image © Jules Selmes / Pearson Education Ltd

