

Pearson BTEC Level 5 Higher Nationals in Advanced Practice in Work with Children and Families

Specification

BTEC Higher Nationals

March 2015

Issue 4

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 4. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website: qualifications.pearson.com

This qualification was accredited in early 2004 when the qualification framework (NQF) levels were 1-5. Between 2004 and 2006 all qualifications on the NQF were transferred to the new levelling structure of levels 1-8. In this process the BTEC Higher National Certificate and Diploma in Advanced Practice in Work with Children and Families were designated to be at the revised level 5.

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.

ISBN 978 1 446 92604 8

All the material in this publication is copyright
© Pearson Education Limited 2015

Pearson BTEC Level 5 Higher Nationals in Advanced Practice in Work with Children and Families

Higher National Certificate in Advanced Practice in Work with Children and Families

Higher National Certificate in Advanced Practice in Work with Children and Families (Health)

Higher National Certificate in Advanced Practice in Work with Children and Families (Education)

Higher National Certificate in Advanced Practice in Work with Children and Families (Management)

Higher National Diploma in Advanced Practice in Work with Children and Families

Higher National Diploma in Advanced Practice in Work with Children and Families (Health)

Higher National Diploma in Advanced Practice in Work with Children and Families (Education)

Higher National Diploma in Advanced Practice in Work with Children and Families (Management)

Contents

Purpose of this specification	1
Qualification titles covered by this specification	3
Introduction	5
Structure of the qualification	5
BTEC Higher National Certificate	5
BTEC Higher National Diploma	5
Key features	20
Full and relevant/Practitioner status	21
Progression from the BTEC Higher National Certificate	21
Progression from the BTEC Higher National Diploma	22
National Occupational Standards	22
Qualification Frameworks for Higher National Diplomas	23
Teaching, learning and assessment	23
Unit format	24
Learning and assessment	25
Legislation	25
Grading Higher National units	26
Grade descriptors	27
Recognition of Prior Learning	29
Quality assurance of BTEC Higher Nationals	29
Programme design and delivery	31
Mode of delivery	31
Resources	32
Delivery approach	32
Meeting local needs	32
Centre-devised specialist units	32
Limitations on variations from standard specifications	32
Access and recruitment	33
Restrictions on learner entry	33
Equality Act 2010 and Pearson equality policy	34
English language expectations	34
The wider curriculum	35
Spiritual, moral, ethical, social and cultural issues	35
Environmental issues	35

European developments	35
Health and safety issues	35
Equal opportunities issues	35
Professional development and training	36
Units	37
Unit 1: Continuing Development	39
Unit 2: Communicating, Values and Leadership in an Early Years Environment 45	
Unit 3: Theories of Development: Birth to Three	51
Unit 4: Early Years Curriculum, Play and Learning	57
Unit 5: Theories of Development: Three Plus	63
Unit 6: Early Years Research and Project	71
Unit 7: Understanding Children’s Behaviour	77
Unit 8: Child Protection	83
Unit 9: Professional Practice	91
Unit 10: Health Promotion for Early Years Practitioners	97
Unit 11: Understanding Medical Conditions for Early Years Practitioners	103
Unit 12: Contemporary Issues in Child Health	109
Unit 13: Promoting Language Development	115
Unit 14: Promoting Numeracy Skills	121
Unit 15: Promoting Knowledge and Understanding of the World	127
Unit 16: Effective Resource Management	133
Unit 17: Effective Leadership	139
Unit 18: Managing the Inspection	145
Unit 19: Working with Families	151
Unit 20: Developing Play in the Early Years	157
Unit 21: Concepts of Inclusiveness and the Early Years Environment	163
Unit 22: Effects of Sensory Loss on Early Childhood Development	169
Unit 23: Managing the Early Years Curriculum	175
Unit 24: Safety and Risk Management in Early Years Care and Education	181
Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia	187
Unit 26: Environmental Issues for the Early Years	193
Unit 27: Pedagogic Issues for the Early Years	199
Unit 28: Project Management for Early Years Practitioners	205
Unit 29: Development and Play: Theory and Practice	211
Unit 30: Professional Practice for Hospital Play Specialists	219
Unit 31: Specialised Play: Hospital and Community	225
Unit 32: Special Needs: Support through Play	231

Unit 33: Play Services: Organisation and Management	237
Unit 34: Hospital Play Project	243
Annexe A	249
Qualification codes	249
Ofqual codes	249
Pearson codes	249
Annexe B	251
Qualification Requirements	251
Annexe C	257
Wider curriculum mapping	257
Annexe D	259
National Occupational Standards	259
Annexe E	281
Continuing Development outcomes mapping	281
Annexe F	283
Day Care Standards mapping	283
Annexe G	297
Professional Practice Log	297

Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

Qualification titles covered by this specification

Pearson BTEC Level 5 Higher National Certificate in Advanced Practice in Work with Children and Families

Pearson BTEC Level 5 Higher National Certificate in Advanced Practice in Work with Children and Families (Health)

Pearson BTEC Level 5 Higher National Certificate in Advanced Practice in Work with Children and Families (Education)

Pearson BTEC Level 5 Higher National Certificate in Advanced Practice in Work with Children and Families (Management)

Pearson BTEC Level 5 Higher National Diploma in Advanced Practice in Work with Children and Families

Pearson BTEC Level 5 Higher National Diploma in Advanced Practice in Work with Children and Families (Health)

Pearson BTEC Level 5 Higher National Diploma in Advanced Practice in Work with Children and Families (Education)

Pearson BTEC Level 5 Higher National Diploma in Advanced Practice in Work with Children and Families (Management)

These qualifications have been accredited to the National Qualifications Framework (NQF). The Qualification Numbers (QNs) for these qualifications are listed in *Annexe A*.

These qualification titles are as they will appear on the learner's certificate. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

Introduction

This document contains the units and associated guidance for the National Qualifications Framework (NQF) Pearson Level 5 BTEC Higher Nationals in Advanced Practice in Work with Children and Families. Each unit sets out the required outcomes and content and includes advice regarding appropriate delivery and assessment strategies. The guidance contains further details of the teaching, learning, assessment and quality assurance of these qualifications. It includes advice about Pearson's policy regarding access to its qualifications, the design of programmes of study and delivery modes.

Structure of the qualification

BTEC Higher National Certificate

The BTEC Level 5 Higher National Certificate in Advanced Practice in Work with Children and Families is a 10-unit qualification of which six are core units.

The BTEC Level 5 Higher National Certificate programme must contain a minimum of five units designated at H2 level.

BTEC Higher National Diploma

The BTEC Level 5 Higher National Diploma in Advanced Practice in Work with Children and Families is a 16-unit qualification of which nine are core units.

The BTEC Level 5 Higher National Diploma programme must contain a minimum of eight units designated at H2 level.

Higher Nationals in Advanced Practice in Work with Children and Families Professional Practice Requirements

- 1 Learners, registered before 1 Sept 2014, who **do not hold** a 'full and relevant' practitioner status **are required to complete** 800 hours of work placement. They should complete 400 hours in relation to *Unit 9: Professional Practice* and 400 hours in relation to *Unit 1: Continuing Development*. Learners must **also** complete the Professional Practice Logbook (*Annexe G*). (Note this qualification is not intended for those without practitioner status registering after 1 September 2014).
- 2 Learners who already hold a 'full and relevant' practitioner status from the BTEC National Certificate or Diploma in Early Years programme (or other recognised qualification) must demonstrate competence by completing 400 hours of work experience in relation to *Unit 1: Continuing Development*. They must also complete a reflective log which demonstrates how they have met and continue to meet assessment criteria for *Unit 9: Professional Practice*.
- 3 Learners who already hold a 'full and relevant' practitioner status and are not currently working in a sufficient capacity to complete the reflective log for *Unit 9: Professional Practice* can utilise their 400 hours of work experience from *Unit 1: Continuing Development* for this purpose.

Structure of Pearson BTEC Level 5 Higher National Certificate in Advanced Practice in Work with Children and Families

Unit No	Core units – all six units must be taken	Unit level H1 or H2
1	Continuing Development	H2
2	Communicating, Values and Leadership in an Early Years Environment	H2
3	Theories of Development: Birth to Three	H1
4	Early Years Curriculum, Play and Learning	H1
8	Child Protection	H2
9	Professional Practice *	H1
	Specialist units – choose four units. At least two of these must be H2 units.	
5	Theories of Development: Three Plus	H1
6	Early Years Research and Project	H2
7	Understanding Children’s Behaviour	H1
10	Health Promotion for Early Years Practitioners	H2
11	Understanding Medical Conditions for Early Years Practitioners	H1
12	Contemporary Issues in Child Health	H2
13	Promoting Language Development	H2
14	Promoting Numeracy Skills	H1
15	Promoting Knowledge and Understanding of the World	H1
16	Effective Resource Management	H1
17	Effective Leadership	H1
18	Managing the Inspection	H2
19	Working with Families	H2
20	Developing Play in the Early Years	H2
21	Concepts of Inclusiveness and the Early Years Environment	H1
22	Effects of Sensory Loss on Early Childhood Development	H1
23	Managing the Early Years Curriculum	H2
24	Safety and Risk Management in Early Years Care and Education	H1
25	Specific Learning Difficulties: Dyslexia and Dyspraxia	H1
26	Environmental Issues for the Early Years	H1

Unit No	Specialist units – choose four units. At least two of these must be H2 units (<i>continued</i>)	Unit level H1 or H2
27	Pedagogic Issues for the Early Years	H2
28	Project Management for Early Years Practitioners	H2

*Learners who possess qualified practitioner status must complete a reflective account in order to achieve this unit.

Structure of Pearson BTEC Level 5 Higher National Certificate in Advanced Practice in Work with Children and Families (Health)

Unit No	Core units – all six units must be taken	Unit level H1 or H2
1	Continuing Development	H2
2	Communicating, Values and Leadership in an Early Years Environment	H2
3	Theories of Development: Birth to Three	H1
4	Early Years Curriculum, Play and Learning	H1
8	Child Protection	H2
9	Professional Practice *	H1
	Specialist units – learners must choose a total of four specialist units from specialist units A and B. At least two of these must be H2 units.	
	Specialist units A – choose at least two units †	
10	Health Promotion for Early Years Practitioners	H2
11	Understanding Medical Conditions for Early Years Practitioners	H1
12	Contemporary Issues in Child Health	H2
	Specialist units B – choose at least one unit	
5	Theories of Development: Three Plus	H1
6	Early Years Research and Project	H2
7	Understanding Children’s Behaviour	H1
19	Working with Families	H2
20	Developing Play in the Early Years	H2
21	Concepts of Inclusiveness and the Early Years Environment	H1
22	Effects of Sensory Loss on Early Childhood Development	H1
24	Safety and Risk Management in Early Years Care and Education	H1
25	Specific Learning Difficulties: Dyslexia and Dyspraxia	H1
28	Project Management for Early Years Practitioners	H2

*Learners who possess qualified practitioner status must complete a reflective account in order to achieve this unit.

† Learners are strongly advised to select all units from specialist units A group. The BTEC Higher National Certificate programme must contain a minimum of five units designated at H2 level.

Structure of Pearson BTEC Level 5 Higher National Certificate in Advanced Practice in Work with Children and Families (Education)

Unit No	Core units – all six units must be taken	Unit level H1 or H2
1	Continuing Development	H2
2	Communicating, Values and Leadership in an Early Years Environment	H2
3	Theories of Development: Birth to Three	H1
4	Early Years Curriculum, Play and Learning	H1
8	Child Protection	H2
9	Professional Practice *	H1
	Specialist units – learners must choose a total of four specialist units from specialist units A and B. At least two of these must be H2 units.	
	Specialist units A – choose at least two units †	
13	Promoting Language Development	H2
14	Promoting Numeracy Skills	H1
15	Promoting Knowledge and Understanding of the World	H1
	Specialist units B – choose at least one unit	
5	Theories of Development: Three Plus	H1
6	Early Years Research and Project	H2
7	Understanding Children’s Behaviour	H1
12	Contemporary Issues in Child Health	H2
19	Working with Families	H2
20	Developing Play in the Early Years	H2
21	Concepts of Inclusiveness and the Early Years Environment	H1
22	Effects of Sensory Loss on Early Childhood Development	H1
23	Managing the Early Years Curriculum	H2
24	Safety and Risk Management in Early Years Care and Education	H1
25	Specific Learning Difficulties: Dyslexia and Dyspraxia	H1
26	Environmental Issues for the Early Years	H1
27	Pedagogic Issues for the Early Years	H2
28	Project Management for Early Years Practitioners	H2

*Learners who possess qualified practitioner status must complete a reflective account in order to achieve this unit.

† Learners are strongly advised to select all units from specialist units A group.

Structure of Pearson BTEC Level 5 Higher National Certificate in Advanced Practice in Work with Children and Families (Management)

Unit No	Core units – all six units must be taken	Unit level H1 or H2
1	Continuing Development	H2
2	Communicating, Values and Leadership in an Early Years Environment	H2
3	Theories of Development: Birth to Three	H1
4	Early Years Curriculum, Play and Learning	H1
8	Child Protection	H2
9	Professional Practice *	H1
	Specialist units – learners must choose a total of four specialist units from specialist units A and B. At least two of these must be H2 units.	
	Specialist units A – choose at least two units †	Unit level
16	Effective Resource Management	H1
17	Effective Leadership	H1
18	Managing the Inspection	H2
	Specialist units B – choose at least one unit	Unit level
5	Theories of Development – Three Plus	H1
6	Early Years Research and Project	H2
7	Understanding Children’s Behaviour	H1
10	Health Promotion for Early Years Practitioners	H2
11	Understanding Medical Conditions for Early Years Practitioners	H1
12	Contemporary Issues in Child Health	H2
13	Promoting Language Development	H2
14	Promoting Numeracy Skills	H1
15	Promoting Knowledge and Understanding of the World	H1
19	Working with Families	H2
20	Developing Play in the Early Years	H2
21	Concepts of Inclusiveness and the Early Years Environment	H1
22	Effects of Sensory Loss on Early Childhood Development	H1
23	Managing the Early Years Curriculum	H2

Unit No	Core units – all six units must be taken	Unit level H1 or H2
24	Safety and Risk Management in Early Years Care and Education	H1
25	Specific Learning Difficulties: Dyslexia and Dyspraxia	H1
26	Environmental Issues for the Early Years	H1
27	Pedagogic Issues for the Early Years	H2
28	Project Management for Early Years Practitioners	H2

* Learners who possess qualified practitioner status must complete a reflective account in order to achieve this unit.

† Learners are strongly advised to select all units from specialist units A group.

Structure of Pearson BTEC Level 5 Higher National Diploma in Advanced Practice in Work with Children and Families

Unit No	Core units – all nine units must be taken	Unit level H1 or H2
1	Continuing Development	H2
2	Communicating, Values and Leadership in an Early Years Environment	H2
3	Theories of Development: Birth to Three	H1
4	Early Years Curriculum, Play and Learning	H1
5	Theories of Development: Three Plus	H1
6	Early Years Research and Project	H2
7	Understanding Children’s Behaviour	H1
8	Child Protection	H2
9	Professional Practice *	H1
	Specialist units – choose seven units. At least four of these must be H2 units.	Unit level
10	Health Promotion for Early Years Practitioners	H2
11	Understanding Medical Conditions for Early Years Practitioners	H1
12	Contemporary Issues in Child Health	H2
13	Promoting Language Development	H2
14	Promoting Numeracy Skills	H1
15	Promoting Knowledge and Understanding of the World	H1
16	Effective Resource Management	H1
17	Effective Leadership	H1
18	Managing the Inspection	H2
19	Working with Families	H2
20	Developing Play in the Early Years	H2
21	Concepts of Inclusiveness and the Early Years Environment	H1
22	Effects of Sensory Loss on Early Childhood Development	H1
23	Managing the Early Years Curriculum	H2
24	Safety and Risk Management in Early Years Care and Education	H1
25	Specific Learning Difficulties: Dyslexia and Dyspraxia	H1

Unit No	Specialist units – choose seven units. At least four of these must be H2 units (<i>continued</i>)	Unit level H1 or H2
26	Environmental Issues for the Early Years	H1
27	Pedagogic Issues for the Early Years	H2
28	Project Management for Early Years Practitioners	H2

* Learners who possess qualified practitioner status must complete a reflective account in order to achieve this unit.

Structure of Pearson BTEC Level 5 Higher National Diploma in Advanced Practice in Work with Children and Families (Health)

Unit No	Core units – all nine units must be taken	Unit level H1 or H2
1	Continuing Development	H2
2	Communicating, Values and Leadership in an Early Years Environment	H2
3	Theories of Development: Birth to Three	H1
4	Early Years Curriculum, Play and Learning	H1
5	Theories of Development: Three Plus	H1
6	Early Years Research and Project	H2
7	Understanding Children’s Behaviour	H1
8	Child Protection	H2
9	Professional Practice *	H1
	Specialist units – learners must choose a total of seven specialist units from specialist units A and B. At least four of these must be H2 units.	
	Specialist units A – choose at least two units †	
10	Health Promotion for Early Years Practitioners	H2
11	Understanding Medical Conditions for Early Years Practitioners	H1
12	Contemporary Issues in Child Health	H2
	Specialist units B – choose at least four units	
19	Working with Families	H2
20	Developing Play in the Early Years	H2
21	Concepts of Inclusiveness and the Early Years Environment	H1
22	Effects of Sensory Loss on Early Childhood Development	H1
24	Safety and Risk Management in Early Years Care and Education	H1
25	Specific Learning Difficulties: Dyslexia and Dyspraxia	H1
28	Project Management for Early Years Practitioners	H2
29	Development and Play: Theory and Practice	H1
30	Professional Practice for Hospital Play Specialists	H1
31	Specialised Play: Hospital and Community	H1
32	Specific Needs: Support through Play	H1
33	Play Services: Organisation and Management	H1
34	Hospital Play Project	H1

*Learners who possess qualified practitioner status must complete a reflective account in order to achieve this unit.

† Learners are strongly advised to select all units from specialist units A group.

Structure of Pearson BTEC Level 5 Higher National Diploma in Advanced Practice in Work with Children and Families (Education)

Unit No	Core units – all nine units must be taken	Unit level H1 or H2
1	Continuing Development	H2
2	Communicating, Values and Leadership in an Early Years Environment	H2
3	Theories of Development: Birth to Three	H1
4	Early Years Curriculum, Play and Learning	H1
5	Theories of Development: Three Plus	H1
6	Early Years Research and Project	H2
7	Understanding Children’s Behaviour	H1
8	Child Protection	H2
9	Professional Practice *	H1
	Specialist units – learners must choose a total of seven specialist units from specialist units A and B. At least four of these must be H2 units.	
	Specialist units A – choose at least two units †	
13	Promoting Language Development	H2
14	Promoting Numeracy Skills	H1
15	Promoting Knowledge and Understanding of the World	H1
	Specialist units B – choose at least four units	
10	Health Promotion for Early Years Practitioners	H2
12	Contemporary Issues in Child Health	H2
19	Working with Families	H2
20	Developing Play in the Early Years	H2
21	Concepts of Inclusiveness and the Early Years Environment	H1
22	Effects of Sensory Loss on Early Childhood Development	H1
23	Managing the Early Years Curriculum	H2
24	Safety and Risk Management in Early Years Care and Education	H1
25	Specific Learning Difficulties: Dyslexia and Dyspraxia	H1

Unit No	Specialist units B – choose at least four units (continued)	Unit level H1 or H2
26	Environmental Issues for the Early Years	H1
27	Pedagogic Issues for the Early Years	H2
28	Project Management for Early Years Practitioners	H2

*Learners who possess qualified practitioner status must complete a reflective account in order to achieve this unit.

† Learners are strongly advised to select all units from specialist units A group.

Structure of Pearson BTEC Level 5 Higher National Diploma in Advanced Practice in Work with Children and Families (Management)

Unit No	Core units – all nine units must be taken	Unit level H1 or H2
1	Continuing Development	H2
2	Communicating, Values and Leadership in an Early Years Environment	H2
3	Theories of Development: Birth to Three	H1
4	Early Years Curriculum, Play and Learning	H1
5	Theories of Development: Three Plus	H1
6	Early Years Research and Project	H2
7	Understanding Children’s Behaviour	H1
8	Child Protection	H2
9	Professional Practice *	H1
	Specialist units – learners must choose a total of seven specialist units from specialist units A and B. At least four of these must be H2 units.	
	Specialist units A – choose at least two units †	
16	Effective Resource Management	H1
17	Effective Leadership	H1
18	Managing the Inspection	H2
	Specialist units B – choose at least four units	
10	Health Promotion for Early Years Practitioners	H2
11	Understanding Medical Conditions for Early Years Practitioners	H1
12	Contemporary Issues in Child Health	H2
13	Promoting Language Development	H2
14	Promoting Numeracy Skills	H1
15	Promoting Knowledge and Understanding of the World	H1
19	Working with Families	H2
20	Developing Play in the Early Years	H2
21	Concepts of Inclusiveness and the Early Years Environment	H1
22	Effects of Sensory Loss on Early Childhood Development	H1

Unit No	Specialist units B – choose at least four units (continued)	Unit level H1 or H2
23	Managing the Early Years Curriculum	H2
24	Safety and Risk Management in Early Years Care and Education	H1
25	Specific Learning Difficulties: Dyslexia and Dyspraxia	H1
26	Environmental Issues for the Early Years	H1
Unit No	Core units – all nine units must be taken	Unit level H1 or H2
27	Pedagogic Issues for the Early Years	H2
28	Project Management for Early Years Practitioners	H2

* Learners who possess qualified practitioner status must complete a reflective account in order to achieve this unit.

† Learners are strongly advised to select all units from specialist units A group.

Key features

BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate, with a strong work related emphasis. The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector. BTEC Higher Nationals offer a strong emphasis on practical skills development alongside the development of requisite knowledge and understanding in their sector. Learners are attracted to this strong vocational programme of study that meets their individual progression needs whether this is into employment or to further study on degree or professional courses.

A key progression path for BTEC Higher National Certificate and Diploma learners is to the second or third year of a degree or honours degree programme, depending on the match of the BTEC Higher National units to the degree programme in question.

BTEC Higher Nationals in Advanced Practice in Work with Children and Families have been developed to focus on:

- providing education and training for a range of careers in the early years sector
- providing opportunities for managers in the early year settings to achieve a nationally recognised level 5 vocationally specific qualification
- progress to higher education vocational qualifications such as a full-time degree in early years
- developing the knowledge, understanding and skills of learners in the field of early years care and education
- providing opportunities for learners to focus on the development of higher level skills in an early years care and education context
- providing opportunities for learners to develop a range of skills, techniques and attributes essential for successful performance in working life.

The BTEC Higher Nationals in Advanced Practice in Work with Children and Families have been developed to provide:

- individuals with knowledge, skills and understanding required for success in employment in the early years sector at supervisory or management level or for progression to an undergraduate degree or further professional qualification
- links to the current National Occupational Standards in Early Years at level 5
- an opportunity to gain some of the underpinning knowledge and understanding for Level 5 NVQ in Early Years Care and Education
- education and training to improve the skills and effectiveness of the early years workforce and a common core of training for all those who work solely with children and families
- early years practitioners with new and enhanced skills to fulfil new roles and responsibilities in the provision of high quality childcare and education in an increasingly integrated and regulated framework
- opportunities to address skills gaps and shortages, notably in leadership, quality assurance and management, which are of increasing and crucial importance in the early years sector

Full and relevant/Practitioner status

Recognition of the qualifications

England

For learners registered prior to 1 September 2014

These qualifications are listed on the 'Qualifications List for Those Delivering the Early Years Foundation Stage' and confer practitioner status on learners registered prior to 1 September 2014. These qualifications map to the previous 'full and relevant' criteria for Level 3.

For learners registered after 1 September 2014

Centres are advised to note that these qualifications will not confer practitioner status on learners who register on these qualifications from 1 September 2014. It is strongly recommended that these qualifications are only taken by learners who have already achieved practitioner status at Level 3, who are looking to develop their current practice, knowledge, understanding and skills.

These qualifications do not map to the recently introduced Early Years Educator (EYE) criteria, and therefore do not confer Early Years Educator status on learners.

Northern Ireland

These qualifications continue to confer practitioner status on learners in Northern Ireland. They are suitable for learners who do not have practitioner status and those who have already achieved it at Level 3.

Wales

These qualifications expired in Wales in 2013, as communicated to centres at the time. This was on account of the Care Council for Wales not providing support for an extension, as they did not perceive the need for them in Wales.

Progression from the BTEC Higher National Certificate

The 10-unit BTEC Higher National Certificate in Advanced Practice in Work with Children and Families provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the early years sector and also offers particular specialist emphasis through the choice of specialist units.

BTEC Higher National Certificates provide a nationally recognised qualification offering career progression and professional development for those already in employment and opportunities to progress into higher education. The qualifications are primarily undertaken by part-time learners studying over two years. In some sectors there are opportunities for those wishing to complete an intensive programme of study in a shorter period of time.

This specification provides centres with a framework to develop engaging programmes for higher-education learners who are clear about the area of employment that they wish to enter.

Learners studying on the BTEC Higher National Certificate will be able to progress to a related early years undergraduate degree. Learners can progress from the Higher National Certificate to the Diploma.

Learners undertaking the health endorsed title within the qualification may progress to the second or third year of an undergraduate Honours Degree in a relevant area, such as health studies, nursing training or further education training in a relevant subject.

Learners undertaking the education endorsed title within the qualification may progress to further education training in a relevant subject, employment or to the second or third year of an undergraduate PGCE.

Learners undertaking the management endorsed title within the qualification may progress to a second or third year of a relevant undergraduate Honours Degree.

Progression from the BTEC Higher National Diploma

The 16-unit BTEC Higher National Diploma provides greater breadth and specialisation than the BTEC Higher National Certificate. Higher National Diplomas are followed predominately by full-time learners. They allow progression within employment in the early years sector.

The BTEC Level 5 Higher National Diploma in Advanced Practice in Work with Children and Families provides opportunities for learners to apply their knowledge and practical skills in the workplace. Full-time learners have the opportunity to do this through formal work placements or their part-time employment experience.

Some adult learners may wish to make the commitment required by this qualification in order to enter a specialist area of employment in the early years sector or progress into higher education. Other learners may want to extend the specialism that they followed on the BTEC Higher National Certificate programme. Progression from this qualification may be within employment in the early years sector.

The BTEC Level 5 Higher National Diploma in Advanced Practice in Work with Children and Families mainly offers a progression route for learners who are employed in the early years sector.

Learners studying on the BTEC Higher National Diploma will be able to progress to a related early years undergraduate degree.

Learners undertaking the health endorsed title within the qualification may progress to the second or third year of an undergraduate Honours Degree in a relevant area, such as health studies, nursing training or further education training in a relevant subject.

Learners undertaking the education endorsed title within the qualification may progress to further education training in a relevant subject, employment as a teaching assistant or to the second or third year of an undergraduate PGCE.

National Occupational Standards

BTEC Higher Nationals in Advanced Practice in Work with Children and Families are designed to relate to the National Occupational Standards in the Early Years Care and Education sector at Level 4, which in turn form the basis of the Early Years Care and Education National Vocational Qualifications (NVQs). BTEC Higher Nationals do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications provide underpinning knowledge for the National Occupational Standards, as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

Links to National Occupational Standards are mapped in *Annexe D*.

These qualifications are informed by the NOS for the early years sector.

Qualification Frameworks for Higher National Diplomas

In England, Wales and Northern Ireland, BTEC HNC and HND Diplomas may either be awarded by degree-awarding bodies under a licence from Pearson (which allows them to devise, deliver and award Higher National qualifications themselves), or they may be awarded directly by Pearson, as an awarding body regulated by Ofqual. The majority of BTEC HNC and HND Diplomas are awarded by Pearson. Only those HNC and HND Diplomas that are awarded by degree-awarding bodies are included on the Framework for Higher Education Qualifications (FHEQ) (because this framework comprises qualifications awarded by degree-awarding bodies.)

QAA subject and qualification benchmark statements have been used to provide points of reference for each level.

Employers and higher education providers can expect that typical learners studying for the Pearson BTEC Higher Nationals in Advanced Practice in Work with Children and Families should have developed certain higher level skills and abilities and studied a mandatory curriculum and selected optional specialist units. This detail is contained in the 'Qualification Requirements' in *Annexe A* of this specification.

Teaching, learning and assessment

Learners must pass all 10 units on their programme of learning to be awarded a BTEC Higher National Certificate and all 16 units to be awarded a BTEC Higher National Diploma.

The assessment of BTEC Higher National qualifications is criterion-referenced and centres are required to assess learners' evidence against published learning outcomes and assessment criteria. All units will be individually graded as 'pass', 'merit' or 'distinction'. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

The units in BTEC Higher National qualifications all have a standard format which is designed to provide clear guidance on the requirements of the qualification for learners, assessors and those responsible for monitoring national standards.

Unit format

Each unit is set out in the following way.

Unit title, learning hours and NQF level

The unit title is accredited by QCA and this form of words will appear on the learner's Notification of Performance. In BTEC Higher National qualifications each unit consists of 60 guided learning hours.

Each unit is assigned a notional level indicator of H1 or H2, indicating the relative intellectual demand, complexity and depth of study, and learner autonomy.

At **H1 level** the emphasis is on the application of knowledge, skills and understanding, use of conventions in the field of study, use of analytical skills and selection and organisation of information.

At **H2 level** the emphasis is on application and evaluation of contrasting ideas, principles, theories and practices, greater specialisation in the field of study, and an increasing independence in systematic enquiry and analysis.

Description of unit

A brief description of the overall purpose of the unit is given, together with the key areas of study associated with the unit.

Summary of learning outcomes

The outcomes of the unit identify what each learner must do in order to pass it. Learners must achieve all the outcomes in order to pass the unit.

Content

This section picks up highlighted words from the outcomes and amplifies the content coverage required when addressing the outcomes. The content section will often provide lists of topics. Please note all aspects of the listed topics should be covered, except those that begin with 'e.g.', where items listed are merely indicative.

Outcomes and assessment criteria

Each unit contains statements of the evidence that each learner should produce in order to receive a pass.

Guidance

This section is not prescriptive but provides additional guidance and amplification related to the unit to support teachers/deliverers and assessors. Its subsections are given below. Only those subsections which apply to the unit will appear.

- *Delivery* — offers guidance about possible approaches to delivery. The guidance is based on the more usual delivery modes and is not intended to rule out alternative approaches.
- *Assessment* — provides advice about the nature and type of evidence that learners are likely to need to produce. This subsection should be read in conjunction with the assessment criteria and the generic grade descriptors.
- *Links* — sets out the links between units. Provides opportunities for integration of learning, delivery and assessment. Any links to the National Occupational Standards will be highlighted here.
- *Resources* — identifies the specialist resources likely to be needed to allow learners to generate the evidence required by each unit. The centre will be asked to ensure that this resource requirement is in place when it seeks approval from Pearson to offer the qualification.
- *Support materials* — identifies, where appropriate, textbooks, videos, magazines, journals, publications and websites that may support the delivery of the unit.

Learning and assessment

The purpose of assessment is to ensure that effective learning has taken place of the content of each unit. Evidence of this learning, or the application of the learning, is required for each unit. The assessment of the evidence relates directly to the assessment criteria for each unit, supported by the generic grade descriptors.

The process of assessment can aid effective learning by seeking and interpreting evidence to decide the stage that learners have reached in their learning, what further learning needs to take place and how best to do this. Therefore, the process of assessment should be part of the effective planning of teaching and learning by providing opportunities for both the learner and assessor to obtain information about progress towards learning goals.

The assessor and learner must be actively engaged in promoting a common understanding of the assessment criteria and the grade descriptors (what it is they are trying to achieve and how well they achieve it) for further learning to take place. Therefore, learners need constructive feedback and guidance about how they may improve by capitalising on their strengths and clear and constructive comments about their weaknesses and how these might be addressed.

Assessment instruments are constructed within centres. They should collectively ensure coverage of all assessment criteria within each unit and should provide opportunities for the evidencing of all the grade descriptors.

It is advised that assessment criteria and contextualised grade descriptors are clearly indicated on each assessment instrument to provide a focus for learners (for transparency and to ensure that feedback is specific to the criteria) and to assist with internal standardisation processes. Tasks/activities should enable learners to produce evidence that relates directly to the assessment criteria and grade descriptors.

When centres are designing assessment instruments, they need to ensure that the instruments are valid, reliable and fit for purpose, building on the application of the assessment criteria. Centres are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned. **The creation of assessment instruments that are fit for purpose is vital to achievement.**

Legislation

It is expected that centres will use the most up-to-date legislation and regulations when delivering this specification. However, to allow for recent changes in the law during the delivery of this case, the use of legislation and regulations which are up to one year out-of-date will be permitted.

Grading Higher National units

The grading of BTEC Higher National qualifications is at the unit and the qualification level.

Each successfully completed unit will be graded as a pass, merit or distinction.

A pass is awarded for the achievement of all outcomes against the specified assessment criteria.

Merit and distinction grades are awarded for higher-level achievement. The generic merit and distinction grade descriptors listed in *Annexe C* are for grading the total evidence produced for each unit and describe the learner's performance over and above that for a pass grade.

Each of the generic merit and distinction grade descriptors should be amplified by use of **indicative characteristics** which exemplify the merit and distinction grade descriptors. These give a guide to the expected learner performance, and support the generic grade descriptors. The indicative characteristics should reflect the nature of a unit and the context of the sector programme.

The indicative characteristics shown in the table for each of the generic grade descriptors in *Annexe C* **are not exhaustive**. Consequently, centres should select appropriate characteristics from the list **or construct others** that are appropriate for their sector programme and level.

It is important to note that each assessment activity does not need to incorporate all the merit and/or distinction grade descriptors.

Contextualising the generic grade descriptors

The generic merit and distinction grade descriptors need to be viewed as a qualitative extension of the assessment criteria for pass within each individual unit. The relevant generic grade descriptors must be identified and specified within an assignment and the relevant indicative characteristics should be used to place the required evidence in context.

Additional guidance on contextualisation of grade descriptors can be found in HN Delivery Guides on the website.

Grade descriptors

Pass grade

A **pass grade** is achieved by meeting all the requirements defined in the assessment criteria for pass for each unit.

Merit grade

Merit grade descriptors	Indicative characteristics
In order to achieve a merit the learner must:	The learner's evidence shows:
<ul style="list-style-type: none"> • identify and apply strategies to find appropriate solutions 	<ul style="list-style-type: none"> • effective judgements have been made • complex problems with more than one variable have been explored • an effective approach to study and research has been applied
<ul style="list-style-type: none"> • select/design and apply appropriate methods/ techniques 	<ul style="list-style-type: none"> • relevant theories and techniques have been applied • a range of methods and techniques have been applied • a range of sources of information has been used • the selection of methods and techniques/sources has been justified • the design of methods/techniques has been justified • complex information/data has been synthesised and processed • appropriate learning methods/techniques have been applied
<ul style="list-style-type: none"> • present and communicate appropriate findings 	<ul style="list-style-type: none"> • the appropriate structure and approach has been used • coherent, logical development of principles/concepts for the intended audience • a range of methods of presentation have been used and technical language has been accurately used • communication has taken place in familiar and unfamiliar contexts • the communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used

Distinction grade

Distinction grade descriptors	Indicative characteristics
In order to achieve a distinction the learner must:	The learner's evidence shows:
<ul style="list-style-type: none"> • use critical reflection to evaluate own work and justify valid conclusions 	<ul style="list-style-type: none"> • conclusions have been arrived at through synthesis of ideas and have been justified • the validity of results has been evaluated using defined criteria • self-criticism of approach has taken place • realistic improvements have been proposed against defined characteristics for success
<ul style="list-style-type: none"> • take responsibility for managing and organising activities 	<ul style="list-style-type: none"> • autonomy/independence has been demonstrated • substantial activities, projects or investigations have been planned, managed and organised • activities have been managed • the unforeseen has been accommodated • the importance of interdependence has been recognised and achieved
<ul style="list-style-type: none"> • demonstrate convergent/lateral/creative thinking 	<ul style="list-style-type: none"> • ideas have been generated and decisions taken • self-evaluation has taken place • convergent and lateral thinking have been applied • problems have been solved • innovation and creative thought have been applied • receptiveness to new ideas is evident • effective thinking has taken place in unfamiliar contexts

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner 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.

Pearson encourages centres to recognise learners' 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 sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website.

Quality assurance of BTEC Higher Nationals

Pearson's quality assurance system for all BTEC higher-level programmes at Levels 4–7 will ensure that centres have effective quality assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The quality assurance process for centres offering BTEC higher-level programmes at Levels 4–7 comprises three key components.

1) Approval process

Centres new to the delivery of this programme will be required to seek approval through the existing qualification and centre approval process. Prior to approval being given, centres will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment
- understand the implications for independent assessment and agree to abide by these
- have a robust internal assessment system supported by 'fit for purpose' assessment documentation
- have a system to internally verify assessment decisions, to ensure standardised assessment decisions are made across all assessors and sites.

Such applications have to be supported by the head of the centre (principal, chief executive etc) and include a declaration that the centre will operate the programmes strictly as approved and in line with Pearson requirements.

2) Monitoring of internal centre systems

Centres will be required to demonstrate ongoing fulfilment of the centre approval criteria over time and across all programmes. The process that assures this is external examination, which is undertaken by External Examiners. Centres will be given the opportunity to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting learner registrations, appeals, effective internal examination and standardisation processes. Where appropriate, centres may present evidence of their operation within a recognised code of practice, such as that of the Quality Assurance Agency for Higher Education. Pearson reserves the right to confirm independently that these arrangements are operating to Pearson's satisfaction.

Pearson will affirm, or not, the ongoing effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied in order to assist the centre in correcting the problem.

3) Independent assessment review

The internal assessment outcomes reached for all BTEC higher-level programmes at Levels 4-7 are subject to an independent assessment review by a Pearson-appointed External Examiner.

The outcomes of this process will be to:

- confirm that internal assessment is to national standards and allow certification
- or

- make recommendations to improve the quality of assessment outcomes before certification is released

or

- make recommendations about the centre's ability to continue to be approved for the qualifications in question.

Additional arrangement for ALL centres

Regardless of the type of centre, Pearson reserves the right to withdraw either qualification or centre approval when it deems there is an irreversible breakdown in the centre's ability either to quality assure its programme delivery or its assessment standards.

Programme design and delivery

The qualifications consist of core units (which are mandatory) and specialist units. These specialist units will be mostly optional and are designed to provide a specific focus to the qualification. Required combinations of specialist units are clearly set out in relation to each qualification in the defined qualification structures provided in this document.

In BTEC Higher National qualifications each unit consists of 60 guided learning hours. The definition of guided learning hours is 'a notional measure of the substance of a qualification'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

Mode of delivery

Pearson does not define the mode of study for BTEC Higher National qualifications. Centres are free to offer the qualifications using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specifications and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning. Our 'Distance Learning' and 'Distance Assessment' policies are on our website.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. Assessment instruments based on learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the BTEC Higher National qualification by:

- liaising with employers to ensure that the course is relevant to the specific needs of the learners
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experiences of work and life that learners bring to the programme.

Resources

BTEC Higher National qualifications are usually designed to prepare learners for employment in specific sectors. Physical resources need to support the delivery of the programme and the proper assessment of the outcomes and, therefore, should normally be of industry standard. Staff delivering programmes and conducting the assessments should be fully familiar with current practice and standards in the sector concerned. Centres will need to meet any specialist resource requirements when they seek approval from Pearson.

Resources must be available for learners to undertake a period of work experience in a relevant setting. Appropriate assessment opportunities by occupationally competent assessors must be available to learners.

Please refer to the resource section in individual units for specialist resource requirements.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of the BTEC Higher National qualifications. The specifications contain a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

Meeting local needs

Please note that Meeting Local Needs is no longer available for this qualification, due to expiry of the other NQF Higher Nationals.

Centre-devised specialist units

There may be exceptional circumstances where even the flexibility of importing units from other specifications does not meet a particular local need. In this case, centres can seek permission from Pearson to develop a unit with us to meet this need. The cases where this will be allowable will be very limited. Pearson will ensure that the integrity of the qualification is not reduced and that there is a minimum of overlap and duplication of content of existing units. Centres will need strong evidence of the local need and the reasons why the existing standard units are inappropriate. Pearson will need to validate these units.

Limitations on variations from standard specifications

The flexibility to import standard units from other BTEC Higher National specifications and/or to develop unique locally-devised specialist units is **limited to a maximum of four units in a BTEC Higher National Diploma qualification and a maximum of two units only in any BTEC Higher National Certificate qualification**. The use of these units cannot be at the expense of the core units in any qualification.

Access and recruitment

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

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

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

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

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification.

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 5 qualification. For learners who have recently been in education, the entry profile is likely to include one of the following:

- a BTEC National Certificate or Diploma in early years sector
- an AVCE/Advanced GNVQ in an appropriate vocational area
- a GCE level profile that demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C
- other related Level 3 qualifications
- an Access to Higher Education Certificate awarded from an approved further education institution
- related work experience.

Mature learners may present a more varied profile of achievement that is likely to include extensive work experience (paid and/or unpaid) and/or achievement of a range of professional qualifications in their work sector.

Restrictions on learner entry

The majority of BTEC Higher National qualifications are accredited on the NQF for learners aged 16 years and over. Learners aged 15 and under cannot be registered for a BTEC Higher National qualification. It should be noted that, although learners under the age of 18 can undertake the Higher Nationals in Advanced Practice in Work with Children and Families, they cannot be employed in a supervisory or management role within the sector, until they are 18. For those learners undertaking the Higher National Diploma Health endorsed title, wishing to undertake any of the *Units 25–30*, there is a minimum age requirement of 20 years.

Equality Act 2010 and Pearson equality policy

Equality and fairness are central to our work. Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and our qualifications are required to be awarded in a way that is fair to every learner.

We are committed to making sure that:

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

You can find details on how to make adjustments for learners with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, available on our website.

An adjustment may not be considered reasonable if it involves unreasonable costs and/or timeframes or affects the security or integrity of the assessment.

There is no duty on awarding organisations to make any adjustment to the Assessment Objectives being tested in an assessment.

English language expectations

Centres delivering BTEC level 4 to 7 programmes are expected to ensure that all learners who are non-native English speakers or who have not studied the final two years of school in English, can demonstrate capability in English at a standard commensurate with:

- IELTS 5.5, with a minimum of 5.0 being awarded on individual sections for a level 4 or 5 qualification
- IELTS 6.5 for a level 6 or 7 qualification

Pearson's Standard Verifiers (EE) will expect centres to demonstrate that their learners meet these expectations.

The wider curriculum

The study of the BTEC Higher Nationals in Advanced Practice in Work with Children and Families (Health), the BTEC Higher Nationals in Advanced Practice in Work with Children and Families (Education) and the BTEC Higher Nationals in Advanced Practice in Work with Children and Families (Management) provide opportunities for learners to develop an understanding of spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations, and European developments. These wider curriculum opportunities are indicated in the units as appropriate. Mapping of wider curriculum opportunities issues is provided in *Annexe C*.

Spiritual, moral, ethical, social and cultural issues

The specification contributes to an understanding of:

- spiritual issues through an appreciation of the spiritual dimension to early years services, particularly in *Units 2, 8, 11, 12, 15, 16 and 19*.
- moral and ethical issues are encountered throughout the BTEC Higher Nationals in Advanced Practice in Work with Children and Families, as dealing with people will always involve the learner engaging in moral and ethical issues. A more detailed analysis is given in certain units such as *Units 8, 16 and 18*.
- social and cultural issues are encountered throughout the BTEC Higher Nationals in Advanced Practice in Work with Children and Families.

Environmental issues

Learners are led to appreciate the importance of environmental issues as they engage in their study as well as through experience of the early years sector, especially in *Units 9, 15, and 22*.

European developments

Much of the content of the BTEC Higher Nationals in Advanced Practice in Work with Children and Families is applicable throughout Europe owing to its generic nature, even though the context of delivery is within the UK. The European dimensions of early years are more specifically addressed in *Units 1, 4, 7, 8, 15, 20 and 22*.

Health and safety issues

The BTEC Higher Nationals in Advanced Practice in Work with Children and Families are practically based and so health and safety issues are encountered throughout the courses. Learners will develop awareness of the safety of others as well as themselves in all practical activities. Learners will also explore health and safety issues across the early years sector, particularly in *Unit 24*.

Equal opportunities issues

Equal opportunities issues are implicit throughout the BTEC Higher Nationals in Advanced Practice in Work with Children and Families.

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website at: qualifications.pearson.com/en/support/training-from-pearson-uk

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

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

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

BTEC training and support for the lifetime of the qualifications

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

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

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

Units

Unit 1: Continuing Development

Learning hours: 60

BTEC Higher National H2

Description of unit

Candidates for this unit will have already demonstrated professional competence as a qualified practitioner or through the achievement of the professional practice unit. The professional roles and responsibilities of a range of adults working in multi-disciplinary contexts will be considered in relation to the contribution being made to the holistic needs of the individual. Learners will be visited in their settings by members of the course team and reports on their continuing development will be made. Emphasis will be placed on the learner's ability to adopt a reflective and reflexive stance when evaluating their own developing professionalism and the qualities and attributes of those observed.

To achieve this unit 400 hours of supervised practical placement are a minimum requirement.

The knowledge and understanding gained whilst progressing through this unit should form a common thread to support learning throughout the whole qualification.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Examine the **concept of professionalism** and articulate the significance of a multi-professional approach to practice
- 2 Understand the ways in which the **wider political and economic climate** impinges on the children's life experience both at home and within the care settings
- 3 Evaluate **own effectiveness** within the team and make recommendations for personal initiatives
- 4 Analyse effectiveness of the **models and styles of leadership** in early years.

Content

1 **Concept of professionalism**

Key attributes: knowledge of child development; recognition of centrality of child; appropriate training; awareness of training needs; collaborative approach; ability to work in multi-disciplinary team; meeting individual needs; awareness of issues pertaining to inclusion; conservation of confidentiality; partnership with parents and carers; awareness of current debate and research in field; health and safety issues; preparation and response to inspection mechanisms

2 **Wider political and economic climate**

Legislation: current reports, government initiatives, e.g. Sure Start; EYDCP; SSC, OFSTED, Welsh Assembly Government, ESTYN, Green Paper: Every Child Matters; employment rights

Practice issues: policy documents, contemporary debates, strategies e.g. primary strategy, current research initiatives, international perspectives, theoretical frameworks re quality enhancement, response to curriculum initiatives, economic migrants

3 **Own effectiveness**

Monitoring, recording and evaluating own and others' practice: personal initiatives e.g. out of school care, extra curricular activities, homework clubs, home/school partnerships, home visits, lending libraries, toy libraries, parent workshops (literacy/numeracy); link-up groups; economic effectiveness — human and financial resources

4 **Models and styles of leadership**

Leadership theories: e.g. Belbin, Fielder; roles, responsibilities and characteristics of the leader

Systems for administration in quality childcare: e.g. monitoring, audit trails; curriculum management; strategies for managing change; appraisal and self-appraisal

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Examine the concept of professionalism and articulate the significance of a multi-professional approach to practice	<ul style="list-style-type: none"> • Describe the key attributes of a professional early years worker. • Explain and provide evidence to show the benefits of a multi-disciplinary approach to staff working in more than one setting, the children and their parents.
2 Understand the ways in which the wider political and economic climate impinges on the children's life experience both at home and within the care settings	<ul style="list-style-type: none"> • Evaluate the impact of legislation policies and procedures on children at home and in the care setting.
3 Evaluate own effectiveness within the team and make recommendations for personal initiatives	<ul style="list-style-type: none"> • Gather evidence of professional development over a period of not less than one year in which you: <ol style="list-style-type: none"> a identify what you have learned from specific situations b suggest areas for improvement c show links between theory and practice d make recommendations for personal initiatives e record interactions with children, parents, staff and other professionals f give evidence of own practice relating to the Day Care Standards.
4 Analyse effectiveness of the models and styles of leadership in early years	<ul style="list-style-type: none"> • Analyse leadership practice in more than one setting. • Express how their own values and beliefs would underpin their leadership style.

Guidance

Delivery

This unit should be delivered during the second year of the programme. It may not involve continuous tutor delivery but be based on workshops and individual assessment time. Learners should be encouraged to keep daily records of their experiences and interactions so that they can select those which best fit the requirements for this unit. Learners need to develop a wide range of skills and extend their ability to critically evaluate all aspects of early years provision.

Assessment

A professional portfolio is the best vehicle for assessing the majority of this unit. This document will support the all-round development and enhancement of knowledge, transferable skills and experience pertinent to the field. The learner will be responsible for monitoring personal and professional development and recording a range of focused evidence in support of this from a variety of contexts. The structure of the document should facilitate a clear record of the overall learning process i.e. observing, reflection, critical thinking, collaborating, planning and evaluating, and should relate to: key concepts, theories, principles and legislation; up-to-date knowledge of the field; relevant transferable skills (communication, teamwork, management and organisation of self and practice, use of numbers and ICT); the holistic nature of children's learning and development; appropriate decisions and practices within the field, awareness of ethical debates and the application of relevant theory to practice. Records of discussions, reflective accounts, interviews with professionals, discussions about articles in newspapers, magazines and professional journals will provide evidence. Witness testimonies will enhance the variety of evidence presented. The reports of visits from members of the course team must also be presented. The reports will focus on the continuing development of the learner and be referenced, where appropriate, to the unit outcomes and the Day Care Standards.

The portfolio should be well organised, provide a range of focused evidence, and include agendas which demonstrate progression.

Understanding of theoretical perspectives must be demonstrated and this could be through a final presentation or project.

Links

This unit links with all units in the programme and underpins the role of the professional early years worker. The portfolio of evidence will cross reference with evidence from a number of units. A table of possible cross referencing is provided in *Annexe E*. However this list is not exhaustive. Learners should be able to find evidence from the units mentioned in *Annexe E* for their portfolios. Each individual will need to assess their own portfolio evidence as it may well contain appropriate evidence for more unit outcomes and assessment criteria.

Resources

Learners would benefit from access to the internet, television/videos, OHP/Handouts, journals relating to child development, newspapers and central government publications e.g. white/green papers. Access to curriculum guidance documents would also be valuable.

Support materials

Textbooks

Bruce C and Meggit T — *Childcare and Education, 3rd Edition* (Hodder & Stoughton Educational, 2002) ISBN 0340846283

Curtis A and O'Hagan M — *Care and Education in Early Childhood: A Student's Guide to Theory and Practice* (RoutledgeFalmer, 2003) ISBN 0415225957

Harding J and Meidon-Smith L — *How to make Observations and Assessments (ChildCare Topic Books)* (Hodder Arnold H & S, 2000) ISBN 034078038X

Sadeck E and Sadeck J — *Good Practice in Nursery Management* (Nelson Thornes, 1996) ISBN 0748722831

Full Day Care Standards (DfES Publications, 2003) ISBN 1844780619

Magazines and journals

Child Education

Early Years Educator

Nursery World

Times Education Primary Supplement

Websites

www.education.gov.uk

Department for Skills and Education
(Early Years/SureStart)

www.estyn.gov.uk

Inspectorate for Education and Training in Wales

www.ofsted.gov.uk

Office for Standards in Education

www.one.gov.uk

Department of Health

www.tes.co.uk

Times Educational Supplement

Unit 2: Communicating, Values and Leadership in an Early Years Environment

Learning hours: 60
BTEC Higher National H2

Description of unit

The unit aims to develop high level communication skills, knowledge and understanding in students operating as advanced practitioners working with children. The unit also aims to integrate concepts of the values and principles of work with children, which are transmitted through communication. Central to the content of this unit is the concept of leadership in an advanced practitioner, who will lead through communicating with others and in upholding values and principles.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Demonstrate knowledge, understanding and skills in **interpersonal communication**
- 2 Discuss the **underlying values and principles** in work with young children
- 3 Transmit underlying values and principles in interpersonal communication
- 4 Demonstrate **leadership skills through communication**, while transmitting underlying values and principles.

Content

1 Interpersonal communication

Production skills: clarity, pace, tone, pitch, volume, empathy, relaxed manner, giving time, praising, encouraging, reflecting, use of prompts, paraphrasing, warmth, sincerity, respect, assertiveness

Reception skills: active listening, being receptive, attentive and responsive, checking understanding, respecting identity and preferred forms of address, self-monitoring, respecting silence, picking up cues, watching changes

Body language: proximity, open and closed postures, manner of standing or sitting, eye contact, facial expressions, gesture and body movements, mirroring, tension, contact and touch, personal presentation

Relationship building: professional relationships, confidentiality, being supportive, exchanging information, negotiating and making compromises

2 Underlying values and principles

Early years principles: paramount nature of the welfare of the child, both care and education reflected in all aspects of work; partnership between practitioners with parents and families who are recognised as the child's first and most enduring educators; play as the primary vehicle for learning and additions or changes in the National Occupational Standards; codes of practice and policies.

Anti-discriminatory practice: practice must ensure that there is no discrimination against children and families on the basis of race, belief, gender, disability or culture, health status, cognitive ability or mental health, offending background, place of origin, marital status or sexuality

Positive celebration of differences: respect for the differences and choices or preferences of others in a positive manner, respect for people's rights, advantages of diversity within society

Confidentiality and trust: privacy in conversation, maintaining confidentiality, security of records and record storage, legislation relating to confidentiality, related ethical dilemmas

Support and advocacy: the use of interpreters, translators and advocates for both children and their families

Equality in care practice: principle of equality, concept of tolerance, moral rights of individuals, the cycle of disadvantage, equal opportunities legislation

3 Underlying values and principles in interpersonal communication

Transmission: effects of underlying values and principles on all aspects of interpersonal communication

Establishing relationships: positive establishment and maintenance of relationships, getting to know somebody in a sensitive manner, sharing experiences, positive promotion of identity, showing awareness of needs, giving attention, use of eye contact, awareness of body language, the use of positive production and reception skills

Showing respect in all interactions: respect for individual differences, choice and preference, personal dignity, personal worth

Empowerment: encouragement of independence and use of support where needed, use of praise, building of self esteem

Stereotyping and labelling: the effects of stereotyping, e.g. types of play or dressing up, labelling on self concept e.g. 'naughty'

4 Leadership skills through communication

Positive role model: high quality production and reception skills in communication, promotion of anti-discriminatory practice and Early Years principles, awareness of body language, self monitoring, use of observation skills, showing respect for all

Team building: respect for worth of all members of the team, showing support and encouragement, use of praise, showing sincerity, giving time and attention to all members, respecting confidentiality, working together on joint projects, development of relationships in the sharing of information

Giving information: communicating necessary information orally and in writing, informal and formal meetings (with agenda), confidentiality, ensuring inclusion of all concerned

Decision making and taking: respecting views, encouraging discussion, involving all concerned, importance of planning and preparation, well reasoned approaches to issues, use of appropriate assertiveness skills where necessary

Dealing with conflict: open and frank discussion, respect for all views, giving 'time-out', showing concern and warmth, calming techniques, negotiation and compromise, being relaxed in body language, production and reception skills

Challenging discriminatory practice: developing awareness in others, giving feedback in a relaxed manner, the concept of tolerance

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Demonstrate knowledge, understanding and skills in interpersonal communication	<ul style="list-style-type: none"> • Use high level production skills in communication. • Use high level reception skills in communication. • Be aware of own and others' body language.
2 Discuss the underlying values and principles in work with young children	<ul style="list-style-type: none"> • Promote early years principles and equality in care practice. • Foster anti-discriminatory practice. • Respect individual differences, confidentiality and the need for support and advocacy.
3 Transmit underlying values and principles in interpersonal communication	<ul style="list-style-type: none"> • Transmit early years values and principles in relationships and interactions. • Empower children and families through communication. • Understand the effects of stereotyping and labelling.
4 Demonstrate leadership skills through communication , while transmitting underlying values and principles	<ul style="list-style-type: none"> • Provide a positive role model in communicating with others. • Promote the work of the team through communication, information and discussion. • Diffuse conflict and challenge inappropriate behaviour.

Guidance

Delivery

Delivery of much of this unit should be skills-based. Centres may find it appropriate to start with the production and reception skills involved in communication as well as body language.

Role play of a range of situations is strongly recommended to enable learners to develop their skills, be self aware, self monitoring and self critical. An atmosphere of trust and confidence will need to be encouraged in order that learners feel 'safe' with the situation. The use of video and/or cassette tape recording is also recommended in order that learners can gain first hand feedback.

The values and principles underlying early years practice will need to be discussed and it is recommended that changes in the National Occupational Standards are carefully monitored.

In some parts of the country it may be more difficult for learners to understand the concept of 'celebration' of individual differences and centres may need to consider how best to approach this topic. It may be appropriate to visit early years provision elsewhere in order to broaden knowledge and understanding.

The transmission of these values and principles through communication is again probably best approached through role play. Case studies and scenarios will need to be developed in order to effect appropriate learning.

Centres may wish to approach the concept of leadership through considering different management styles, but this is not the focus of this unit. The focus here is how leadership is demonstrated through communicating. The approach of this unit is that leadership is based upon a positive role model and well-reasoned approaches to all aspects of work with children and families.

A number of situations can be considered and role-played such as running a meeting for all the team as well as leading meetings for families and the different forms such meetings should take.

Similarly, dealing with conflict, whether with respect to a family member or a team member, needs discussion, role play and consideration with respect to appropriate tactics.

Finally, challenging discriminatory behaviour may not always be easy, particularly for a younger member of a team. Learners will need to consider how a leader can empower members of the team to challenge discriminatory behaviour whether this is encountered in a family member, a child or one of the team.

Assessment

It is expected that centres will enable learners to derive evidence for this Unit from their Professional Practice — both *Unit 1: Continuing Development* and *Unit 9: Professional Practice*.

Assessment evidence must be based upon actual practice in working with other members of a team in an early years setting.

Links

As well as links with Unit 9: Professional Practice this unit has strong links with *Unit 1: Continuing development, Unit 8: Child Protection, Unit 19: Working with Families* and *Unit 21: Concepts of Inclusiveness and the Early Years Environment*.

This unit provides opportunities to cover components of the Early Years Foundation Stage (EYFS):

Resources

Case studies and videos or audiocassettes may greatly enhance the learning of aspects of this unit.

Support materials

Textbooks

Belbin M — *Team Roles at Work* (Butterworth-Heinemann, 1996) ISBN 0750626755

Bolton R — *People Skills* (Simon and Schuster Inc., 1986) ISBN 067162248X

Carruthers I — *How to Move Minds and Influence People* (Prentice Hall, 2003) ISBN 0273663364

Jona A — *104 Activities that Build: Self Esteem, Teamwork, Communication, Anger Management, Self-discovery and Coping Skills* (Rec Room Publishing, 1998) ISBN 0966234138

Lieberman D — *Make Peace with Anyone: Breakthrough Strategies to Quickly End Any Conflict, Feud, or Estrangement* (Griffin, 2003) ISBN 0312310013

Macleod-Brudenell I — *Advanced Early Years Care and Education* (Heinemann, 2004) ISBN 0435401785

Miller J — *Social Care Practice* (Hodder & Stoughton, 1996) ISBN 034065516X

Stanton N — *Mastering Communication* (Palgrave Macmillan, 2003) ISBN 1403917094

Trevithick P — *Social Work Skills: A Practice Handbook* (Open University Press, 2000) ISBN 0335206999

Ury W — *Getting Past No: Negotiating with Difficult People* (Random House Business Books, 1992) ISBN 0712655239

Wright B — *Skills for Caring (Communication Skills Series)* (Churchill Livingstone, 1992) ISBN 0443045321

Magazines and journals

Early Years Educator

Nursery World

Other publications

DfES — *Every Child Matters* (DfES, 2003)

Websites

www.early-education.org.uk

The British Association for Early Childhood Education

Unit 3: Theories of Development: Birth to Three

Learning hours: 60

BTEC Higher National H1

Description of unit

This unit provides the learner with the opportunity to develop knowledge and skills of child development essential to the advanced practitioner.

Learners are encouraged to analyse and evaluate a range of observational techniques and to refine and enhance the outcome of observation, allowing a deeper holistic understanding of children's development to emerge.

This unit precedes *Unit 5: Theories of Development: Three Plus*.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Analyse and evaluate the major theories of **physical, social and emotional development** of children from birth to three years
- 2 Analyse and evaluate the major theories of children's **cognitive, sensory and language development** from birth to three years
- 3 Analyse and evaluate different **methods of observation**
- 4 Evaluate **strategies for supporting children's development**.

Content

1 Physical, social and emotional development

Exploration and analysis of the major theories of physical, social and emotional development e.g. Piaget, Bowlby, Skinner

Physical development: expectations and norms, sequences of development (fine and gross motor skills), physical comfort, acquisition of physical skills, gaining control, risk-taking, measuring growth (head circumference, weight, height, use of centile charts, child health screening), developmental assessment (including nomothetic and idiographic approaches)

Social development: developing positive relationships, gaining attention, self-assurance, confidence, expression of feelings, developing independence

- *Emotional development:* bonding and attachment, separation and loss, self-awareness, recognition and acceptance, emotional comfort, secure relationships, feeling valued, identity, exploring emotional boundaries
- *Analysis of the factors influencing physical, social and emotional development:* causes and consequences of developmental delay (genetic and environmental influences, nature vs nurture, gestational factors e.g. effects of medication, substance abuse, growth delay, autistic spectrum disorders, cerebral palsy, specific learning difficulties e.g. dyspraxia), diet, lifestyle, race, culture, gender, family traditions, beliefs and dynamics, parenting styles

2 Cognitive, sensory and language development

Exploration and analysis of the major theories of learning e.g. Piaget, Vygotsky, Chomsky

Cognitive development: development of the senses and movement, awareness of the environment, engagement and involvement, exploration, experimenting and discovery, competence, creativity, imagination, multiple intelligences, imitation and play, risk-taking

Sensory development: development of the senses, preferences (see, hear and taste), multi-sensory approaches for learning and development, impairment of vision and hearing

Language development: sequence of development, acquisition of language and conversational skills, listening and responding, development of meaning, use of body language, sharing feelings, experiences and thoughts

Analysis of the factors influencing cognitive, sensory and language development: causes and consequences of cognitive, sensory and language delay (genetic and environmental influences, nature vs nurture, gestational factors e.g. use of medications, substance abuse, autistic spectrum disorders, cerebral palsy, epilepsy, cleft lip and palate, acquired brain injury e.g. pre/during/post-birth, specific learning difficulties e.g. dyspraxia), lifestyle, race, culture, parenting styles, compromised processing of information, imagination and intelligence, ability to access the curriculum

3 **Methods of observation**

Analysis and evaluation of different methods of observation: methods of observation, appropriate selection of methods of observations, analysis of findings

Analysis the influencing factors on observations: environment, reliability and validity, effects of observation on children, confidentiality, data protection, barriers to effective observation

4 **Strategies for supporting children's development**

- *Developing strategies for support:* translating observational findings into practice, problem-solving approaches to support children's development, use of play to support physical, social and emotional wellbeing, dispositions, attitudes and schemas, meeting diverse needs e.g. differentiation, individual learning plans, use of multi-sensory approaches

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Analyse and evaluate the major theories of physical, social and emotional development of children from birth to three years	<ul style="list-style-type: none"> • Analyse and compare the major theories of physical, social and emotional development. • Through observation, analyse and discuss the expectations and norms of development including deviations from this. • Analyse and evaluate current approaches to the assessment and measurement of children’s development. • Analyse and evaluate a range of influences on children’s physical, social and emotional development including the consequences of developmental delay.
2 Analyse and evaluate the major theories of children’s cognitive, sensory and language development from birth to three years	<ul style="list-style-type: none"> • Analyse and compare the major theories of cognitive, sensory and language development. • Through observation, analyse and discuss the expectations and norms of development including deviations from this. • Analyse current approaches to the assessment and measurement of children’s development. • Analyse a range of influences on children’s cognitive, sensory and language development including the consequences of developmental delay.
3 Analyse and evaluate different methods of observation	<ul style="list-style-type: none"> • Evaluate a range of observation methods. • Demonstrate a sound understanding of the process of observation and the considerations that have to be made. • Analyse and evaluate the influences on observation.
4 Evaluate strategies for supporting children’s development	<ul style="list-style-type: none"> • Evaluate the role of play in promoting physical, social and emotional, cognitive, sensory and language development. • Evaluate a range of support strategies that enable children to access the curriculum.

Guidance

Delivery

The approach to delivery is determined by the unit leader using teaching methods appropriate to the learning styles within the group. Personal reflection and group discussion is recommended to facilitate a deeper level of learning and understanding, allowing the development of new and existing knowledge. The approach and management of the observation process should be addressed including confidentiality and data protection. Learners will need to observe children in the work-placement area with the generation of evidence that demonstrates application of theory to practice and the ability to translate observational findings into appropriate support strategies.

Assessment

100 per cent course work. Learners should provide a range of evidence to demonstrate their knowledge and understanding, including the ability to analyse and evaluate research and observational findings. Application of theory to practice is essential for the advanced practitioner, plus the ability to translate observational findings and research into practice

Links

This unit links with *Unit 1: Continuing Development*, *Unit 5: Theories of Development: Three Plus*, *Unit 7: Understanding Children's Behaviour*, *Unit 8: Child Protection*, *Unit 9: Professional Practice*, *Unit 11: Understanding Medical Conditions for Early Years Practitioners*, *Unit 12: Contemporary Issues in Child Health*, *Unit 22: Effects of Sensory Loss on Early Childhood Development* and *Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia*.

This unit provides opportunities to cover components of the SureStart Birth to three matters framework:

- A Strong Child: *All components*
- A Skilful Communicator: *All components*
- A Healthy Child: *Emotional Wellbeing* and partial coverage of *Growing and Developing*.

Resources

Case studies and sample observations will enable learners to reflect on their current practice, develop and enhance observational skills and determine appropriate support strategies.

Support materials

Textbooks

Bruce T — *Learning Through Play: Babies, Toddlers and the Foundation Years* (Hodder and Stoughton, 2001) ISBN 0340801522

Cole M and Cole S R — *The Development of Children, 4th Edition* (Worth Publishers, 2000) ISBN 0716738333

Devereux J and Miller L (Editors) — *Working with Children in the Early Years* (David Fulton Publishers, 2003) ISBN 1853469750

Hobart C and Frankel J — *A Practical Guide to Child Observation and Assessment* (Nelson Thornes, 1999) ISBN 0748745009

Lee V and Das Gupta P — *Children's Cognitive and Language Development* (Blackwell Publishers, 1995) ISBN 0631194282

Lindon J — *Helping Babies and Toddlers Learn: A Guide to Good Practice with Under Threes* (National Early Years Network, 2000) ISBN 1870985575

Siraj-Blatchford I and Clarke P— *Supporting Identity, Diversity and Language in the Early Years* (Open University Press, 2000) ISBN 0335204341

Sutherland P — *Cognitive Development Today: Piaget and His Critics* (Paul Chapman Publishing, 1992) ISBN 1853961337

Whitehead M — *Supporting Language and Literacy Development in the Early Years* (Open University Press, 1999) ISBN 0335199313

Wood D — *How Children Think and Learn* (Blackwell Publishers, 1997) ISBN 063120007X

Wood E and Attfield J — *Play, Learning and the Early Childhood Curriculum* (Paul Chapman Publishing Ltd, 1996) ISBN 185396252X

Magazines and journals

Early Years Educator

Practical Professional Child Care

Other publications

Sure Start Birth to Three Matters: A framework to support children in their earliest years, 2003

Every Child Matters, 2003

Unit 4: Early Years Curriculum, Play and Learning

Learning hours: 60

BTEC Higher National H1

Description of unit

This unit is concerned with the nature of the curriculum, the importance of play and how to provide a developmentally appropriate and play-based learning environment. It will examine the role of adults in supporting and extending learning and the importance of partnership with parents. Learners will develop a critical understanding of the legislated curriculum and other curriculum models from a national and international perspective. The analysis of the curriculum in these terms will enable learners to develop an understanding of the breadth and balance of the learning processes in the young child. Current research into issues of creativity, quality and diversity will be examined, and on achievement of this unit learners will be able to critically evaluate a range of curriculum models and reflect on implications for the adult and child within the learning context.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Demonstrate **knowledge and critical understanding** of the legislated curriculum, recent government initiatives, and an international perspective
- 2 Explore the legacy of **early childhood pioneers** and their relevance to current practice
- 3 Consider the role of play in supporting and developing learning
- 4 Evaluate the role of adults in the learning process and the importance of **partnerships with parents and carers** to a child's well-being.

Content

1 Knowledge and critical understanding

Legislated curriculum: the requirements of the curriculum guidance for the Foundation Stage (desirable learning outcomes in Wales) the National Curriculum, Foundation Stage Profile (FSP), Access to the FSP for children with special educational needs

Government initiatives: e.g., Birth to Three Matters; international perspectives: Reggio Emilia (Italy), Te Whaariki (New Zealand), Laevers' Leuven scale of involvement and well-being; background reports: Rumbold, Plowden, RSA Start Right, Every Child Matters

Key messages: quality indicators for effective learning; effective pedagogy; a broad balanced and motivating curriculum; the centrality of the child; the nature of curriculum; factors contributing to effective learning; how the development of knowledge, skills and understanding is defined; provision for individual needs and inclusion; links with learning styles; the significance of research into brain development and emotional well-being (Goleman); a holistic and child-centred approach (Bredenkamp, Brofenbrenner); the 'hidden' curriculum; view of the child as a powerful learner (Moss, Dahlberg); importance of an appropriate environment for under threes, recognising and valuing the adult role in supporting their growth and development (Trevarthen, Goldschmidt); significance of observation and documentation; ethical considerations; clear expectations for children's learning; recognising schemas as a tool for learning (Piaget, Athey, Nutbrown) organisation for learning; equality of opportunity; significance of play; values, beliefs and attitudes; acknowledgement of the theory of 'multiple intelligences' and how this influences process (Gardner); development of independence and metacognition in learning; planning effective contexts for learning

2 Early childhood pioneers

Early childhood pioneers: Froebel, Montessori, Isaacs, Steiner, McMillan, key principals and their relevance to the work of Piaget, Bruner, Vygotsky, etc; range of approaches: similarities and differences between early pioneers

Relevance to current practice: the High Scope model, pre-planned programmes; approaches to planning; the need for education and care to be inseparable; professional development of adults involved; collaboration and co-operation with parents; celebrating diversity and acknowledging difference; use of space; access to resources; managing and organising the environment

3 **Role of play in supporting and developing learning**

Play: as a learning process; free-flow play (Bruce); observation and documentation; early pioneers' view of play; devising a play-based curriculum; value of play (Froebel, Steiner, Montessori, McMillan, Issacs); purposeful; child-initiated and adult-directed activities (Bruce, Moyles, Smilansky); an holistic and child-centred approach to the curriculum; children's learning stories (Gussin-Paley)

4 **Partnerships with parents and carers**

Adults: building positive relationships; planning a developmentally appropriate curriculum; planning and organising the learning environment; principles underpinning assessment and reporting of children's learning; building mutual respect between practitioners, parents and carers; children's dispositions and attitudes to learning (Katz); celebrating cultural and social difference; well-being and involvement (Laevers); observation and sharing; inclusion; community involvement

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Demonstrate knowledge and critical understanding of the legislated curriculum, recent government initiatives, and an international perspective	<ul style="list-style-type: none"> • Compare and contrast an international curriculum model with that in the UK.
2 Explore the legacy of early childhood pioneers and their relevance to current practice	<ul style="list-style-type: none"> • Examine a range of curriculum approaches, such as those identified through the study of Montessori, Steiner, McMillan, Isaacs and Froebel. • Relate the principles underpinning the work of the early pioneers to the curriculum, and reflect on their impact on current practice.
3 Consider the role of play in supporting and developing learning	<ul style="list-style-type: none"> • Critically evaluate the importance of observation and documentation of children’s play and learning in identifying the principles of good practice. • Explore an integrated approach to curriculum delivery and the importance of a holistic approach.
4 Evaluate the role of adults in the learning process and the importance of partnerships with parents and carers to a child’s well-being	<ul style="list-style-type: none"> • Appraise a range of adult-directed and child-initiated activities and analyse formats for assessing, recording and monitoring children’s learning and how to provide for differentiation and individual needs. • Evaluate the range of approaches to working in partnership with parents and carers and the social and cultural influences of the home and the setting.

Guidance

Delivery

Analysis of all aspects of the curriculum will enable learners to develop an understanding of the breadth and balance of the learning processes in young children and the significance of the work of early pioneers. A combination of lecture input, group work activities, learner-centred investigation including the implementation of activities to support children's learning, and a comparison of activities at Foundation Stage and National Curriculum is key. Examining the curriculum in an international context will deepen learners' understanding. Learners will be encouraged to demonstrate how theory is put into practice in early years settings. Visits, videos, and outside speakers should be arranged as appropriate.

Assessment

100 per cent course work. This unit should have a practical focus, with learners planning, implementing and assessing activities and using observation to support their practice and demonstrate their knowledge of a developmentally appropriate curriculum. A presentation to the class on one of the early pioneers, to include a practical activity, will enhance the breadth of learners' research.

Links

This unit links with *Unit 20: Developing Play in the Early Years* and *Unit 27: Pedagogic Issues for the Early Years*.

Resources

Sufficient library resources should be available to enable learners to achieve this unit. Access to professional journals and magazines and other related publications will also be helpful.

Support materials

Textbooks

Texts that are particularly relevant are:

Arnold C — *Observing Harry: Child Development and Learning 2–5* (Oxford University Press, 2003) ISBN 0335213014

Bruce T — *Early Childhood Education, 2nd Edition* (Hodder & Stoughton, 1997) ISBN 0340701757

Burden R and Williams M — *Thinking Through the Curriculum* (RoutledgeFalmer (E Book))

Curtis A — *A Curriculum for the Pre-school Child* (Routledge, 1997) ISBN 0415139767

Devereux J and Miller L — *Working with Children in the Early Years* (David Fulton, 2002) ISBN 1853469750

Drake J — *Planning Children's Play and Learning* (David Fulton, 2004) ISBN 1843121514

Manning-Morton J and Thorp M — *Key Times for Play: The First 3 Years* (Oxford University Press, 2003) ISBN 0335211976

McIntyre C — *Enhancing Learning Through Play: A Development Perspective for Early Years Settings* (David Fulton, 2001) ISBN 1853467618

Moyles J (Editor) — *Excellence of Play* (Oxford University Press, 1994) ISBN 0335190685

Neaum S and Tallack J — *Good Practice in Implementing the Pre-school Curriculum* (Nelson Thornes, 2000) ISBN 0748755535

Rodger R — *Planning an Appropriate Curriculum for the Under Fives: A Guide for Students, Teachers and Assistants* (David Fulton, 2003) ISBN 1853469122

Roffey S — *Special Needs in the Early Years: Collaboration, Communication and Co-ordination* (David Fulton, 2001) ISBN 1853467596

Siraj-Blatchford I (Editor) — *A Curriculum Development Handbook for Early Childhood Educators* (Trentham Books, 2002) ISBN 1858561000

Tassoni P — *Supporting Special Needs: Understanding Inclusion in the Early Years* (Heinemann, 2003) ISBN 0435401629

Whitehead D — *Teaching and Learning in the Early Years* (RoutledgeFalmer, 2002) ISBN 0415280486

Wood D — *How Children Think and Learn, 2nd Edition* (Blackwell Publishers, 1997) ISBN 063120007

Wood E and Attfield J — *Play Learning and the Early Childhood Curriculum* (Paul Chapman Publishing, 1996) ISBN 185396252X

Magazines and journals

Child Education

Early Years Educator

Other publications

Foundation Stage Profile (QCA Publications, 2003)

QCA/DfES (2000) Curriculum Guidance for the Foundation Stage

QCA/DfES (1999) The National Curriculum

Websites

www.early-education.org.uk The British Association for Early Childhood Education

www.qca.org.uk The Qualifications and Curriculum Authority

Unit 5: Theories of Development: Three Plus

Learning hours: 60

BTEC Higher National H1

Description of unit

This is a core unit in the BTEC Higher National Diploma and a specialist unit in the BTEC Higher National Certificate. It focuses on the development of children from three to eight years.

This unit provides the learner with the opportunity to develop knowledge and skills of child development essential to the advanced practitioner, building on *Unit 3: Theories of Development: Birth to Three*.

Learners will be analysing, evaluating and refining a range of observational techniques to enhance the outcome of observation, allowing a deeper holistic understanding of children's development to emerge.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Analyse and evaluate major theories of **physical, social and emotional development** of children from three to eight years
- 2 Analyse and evaluate major theories of children's **cognitive, sensory and language development** from three to eight years
- 3 Critically evaluate different **methods of observation**
- 4 Critically evaluate **strategies for supporting children's development**.

Content

1 **Physical, social and emotional development**

Exploration and analysis of the major theories of physical, social and emotional development e.g. Piaget, Bowlby, Vygotsky

Physical development: expectations and norms, sequences of development (fine and gross motor skills), development of physical skills and control, risk-taking, measuring growth e.g. child health screening and developmental assessment (including nomothetic and idiographic approaches)

Social development: developing positive relationships, gaining attention, self-assurance, confidence, expression of feelings, developing independence

Emotional development: bonding and attachment, separation and loss, self-awareness, recognition and acceptance, emotional comfort, secure relationships, feeling valued, identity, exploring emotional boundaries

Analysis of the factors influencing physical, social and emotional development: consequences of developmental delay, growth delay, autistic spectrum disorders, specific learning difficulties e.g. dyspraxia, dyslexia, diet, lifestyle, physical activity, race, culture, gender, family traditions, beliefs and dynamics, parenting styles

2 **Cognitive, sensory and language development**

Analyse and critically evaluate major theories of learning e.g. Piaget, Gardner, Chomsky, Vygotsky

Cognitive development: movement, awareness of the environment, engagement and involvement, thinking skills, exploration, experimenting and discovery, competence, creativity, imagination, multiple intelligences, play, risk-taking

Sensory development: development of the senses, preferences, multi-sensory approaches for learning and development, impaired sensory development

Language development: sequence of development, development of language and conversational skills, listening and responding, development of meaning, questioning, sharing feelings, experiences and thoughts

Analysis of the factors influencing cognitive, sensory and language development: consequences of cognitive, sensory and language delay, specific learning difficulties e.g. dyspraxia, dyslexia, autistic spectrum disorders, impairment of vision and hearing, epilepsy, lifestyle, race, culture, parenting styles, compromised processing of information, imagination and intelligence, ability to access the curriculum

3 **Methods of observation**

Analysis and evaluation of different methods of observation: methods of observation, appropriate selection of methods of observation, critical analysis and evaluation of findings

Effective observation: critical evaluation of the influencing factors on observations: environment, reliability and validity, effects of observation on children, confidentiality, data protection, barriers to effective observation, select appropriate methods to minimise unwanted influences

4 **Strategies for supporting children's development**

Developing strategies for support: translating observational findings into practice, developing problem-solving approaches to support areas of children's development, critically analysing the use of play to support physical, social and emotional well-being, dispositions, attitudes and schemas, evaluating ways of meeting diverse needs e.g. differentiation, individual learning plans, use of multi-sensory approaches

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Analyse and evaluate major theories of physical, social and emotional development of children from three to eight years	<ul style="list-style-type: none"> • Analyse and compare the major theories of physical, social and emotional development. • Through observation, analyse and discuss the expectations and norms of development including deviations from this. • Analyse current approaches to the assessment and measurement of children’s development. • Analyse a range of influences on children’s cognitive, sensory and language development including the consequences of developmental delay.
2 Analyse and evaluate major theories of children’s cognitive, sensory and language development from three to eight years	<ul style="list-style-type: none"> • Analyse and compare the major theories of cognitive, sensory and language development. • Through observation, analyse and discuss the expectations and norms of development including deviations from this. • Analyse current approaches to the assessment and measurement of children’s development. • Analyse a range of influences on children’s cognitive, sensory and language development including the consequences of developmental delay.
3 Critically evaluate different methods of observation	<ul style="list-style-type: none"> • Critically analyse and evaluate a selected range of observation methods. • Critically analyse the process of observation including influential factors and how these impact on findings. • Critically evaluate the approaches to minimising unwanted influences, making recommendations for future practice.

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
4 Critically evaluate strategies for supporting children's development	<ul style="list-style-type: none"> • Critically evaluate the role of play in promoting physical, social and emotional, cognitive, sensory and language development. • Select and justify a range of support strategies that enable children with diverse needs to access the curriculum. • Critically analyse and evaluate the effectiveness of the strategies selected.

Guidance

Delivery

The approach to delivery is determined by the unit leader using teaching methods appropriate to the learning styles within the group. Personal reflection and group discussion is recommended to facilitate a deeper level of learning and understanding, allowing the development of new and existing knowledge and to build on *Unit 3: Theories of Development: Birth to Three*.

Learners will need to observe children in the work-placement area and generate evidence that demonstrates analysis and evaluation of observational findings, application of theory to practice, and effective strategies to support children's development and meet diverse needs.

Assessment

100 per cent course work. Learners should provide a range of evidence to demonstrate their knowledge and understanding, including the ability to analyse and evaluate research and observational findings. Application of theory to practice is essential for the advanced practitioner, including the ability to translate observational findings and research into practice and provide appropriate strategies for support and meeting diverse needs.

Links

This unit links with *Unit 1: Continuing Development*, *Unit 3: Theories of Development: Birth to Three*, *Unit 7: Understanding Children's Behaviour*, *Unit 8: Child Protection*, *Unit 9: Professional Practice*, *Unit 11: Understanding Medical Conditions for Early Years Practitioners*, *Unit 12: Contemporary Issues in Child Health* and *Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia*.

Resources

Case studies and sample observations will enable learners to reflect on their current practice, develop and enhance observational skills and determine appropriate support strategies.

Support materials

Textbooks

Browne A — *Developing Language and Literacy 3–8, 2nd Edition* (Paul Chapman Publications, 2001) ISBN 0761967397

Bruce T — *Learning Through Play: Babies, Toddlers and the Foundation Years* (Hodder & Stoughton, 2001) ISBN 0340801522

Devereux J and Miller L — *Working with Children in the Early Years* (David Fulton Publishers, 2002) ISBN 1853469750

Lee V and Das Gupta P — *Children's Cognitive and Language Development* (Blackwell Publishing, 1998) ISBN 0631194282

Riley J — *Learning in the Early Years: A Guide for Teachers of Children 3–7* (Paul Chapman Publishing, 2003) ISBN 0761941061

Siraj-Blatchford I and Clarke P — *Supporting Identity, Diversity and Language in the Early Years* (Open University Press, 2000) ISBN 0335204341

Sutherland P — *Cognitive Development Today: Piaget and His Critics* (Paul Chapman Publishing, 1992) ISBN 1853961337

Vygotsky V — *Thought and Language* (The MIT Press, 1986) ISBN 0262220296

Whitehead D — *Teaching and Learning in the Early Years* (RoutledgeFalmer, 2002) ISBN 0415280486

Wood D — *How Children Think and Learn, 2nd Edition* (Blackwell Publishers, 1997) ISBN 063120007

Wood E and Attfield J — *Play Learning and the Early Childhood Curriculum* (Paul Chapman Publishing, 1996) ISBN 185396252X

Magazines and journals

Early Years Educator

Practical Professional Child Care

Unit 6: Early Years Research and Project

Learning hours: 60
BTEC Higher National H2

Description of unit

This unit aims to equip learners with the evaluative skills to consider the purposes, types, outputs, processes and ethics of research in early years care and education. It aims to provide learners with personal and professional competence to undertake their own research project on a chosen subject relating to early years professional practice, and to be able to identify appropriate methods of research. The unit will encourage the development of skills in data research methodology, data presentation and analysis.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Define the concept and identify the **purposes, processes and findings of research** in early years care and education
- 2 Evaluate a range of social **research methods** applied in early years care and education and identify their weaknesses and strengths
- 3 Evaluate ways of **interpreting data** from research
- 4 Critically analyse the **relationship between theory and practice** in early years care and education.

Content

1 Purposes, processes and findings of research

Purposes: what research is and why it is undertaken, broad areas of research commonly undertaken in sector, beneficiaries/stakeholders in research, partnerships in research

Findings: types of findings, value of findings, how they inform policy and practice, influence on new research, influence of findings on evidence based practice

Processes of research: making research proposals, developing hypotheses, formulating individual research plans, commissioning research, funding research, identifying constraints to scope of research, appropriateness of different types of research within early years care and education, monitoring research, analysis of data, mechanisms for evaluating and drawing conclusion, notion of bias and statistical reporting

2 Research methods

Types of research: theoretical frameworks commonly used e.g. action research, participant research, longitudinal research, case study

Research methods and information searches: primary: questionnaire design and application, formal and informal interviews, sampling methods e.g. open interviewing, controlled trials, naturalistic observation e.g. time event, duration sampling;

Secondary: texts, journals, media, information searches using library, electronic, internet, intranet

Concepts of reliability and validity: validity, reliability, cost effectiveness, objectivity/subjectivity

3 Interpreting data

Types of data: e.g. qualitative, quantitative, numerical, statistical

Critical appraisal of methods of statistical analysis: e.g. use and abuse of statistics, purposes and appropriate usage of statistical computer packages, meta analysis

Formatting data: bar charts, pie charts, line graphs, tables; mean, mode, median, distribution graphs

Data from interviews: issues from interviews and qualitative research interpretation

4 **Relationship between theory and practice**

Definitions of ethical research practice: e.g. confidentiality, primacy of research versus primacy of researchee, examination of research to identify ethical considerations, covert or overt, informed consent, human rights and data protection

Vested interests: bias, inappropriate use of research, research to promote political or social viewpoint

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Define the concept and identify the purposes, processes and findings of research in early years care and education	<ul style="list-style-type: none"> • Examine the purposes of undertaking research in one chosen area of early years care and education. • Prepare a detailed flow chart on the research process. • Analyse the use of a range of possible research findings.
2 Evaluate a range of social research methods applied in early years care and education and identify their weaknesses and strengths	<ul style="list-style-type: none"> • Evaluate primary and secondary methods of research. • Design a questionnaire. • Conduct and produce an information search. • Collate research results. • Suggest alternative methods and/or further research.
3 Evaluate ways of interpreting data from research	<ul style="list-style-type: none"> • Prepare and present data including statistical information. • Evaluate statistical evidence. • Present findings in two formats. • Apply concepts of reliability and validity.
4 Critically analyse the relationship between theory and practice in early years care and education	<ul style="list-style-type: none"> • Identify current and on-going ethical issues affecting research in early years care and education. • Present ideas that demonstrate how your research findings can inform practice.

Guidance

Delivery

Tutors must understand the research process and normally have undertaken supervised research. A series of thematic lectures supplemented by learner led workshops is recommended together with specific input on statistical methods and analysis and social science research methods and issues.

Individual support will be required to support learners undertaking research.

Learners should be encouraged to use IT and, where appropriate, software packages.

Assessment

Assessment for this unit requires learners to demonstrate understanding of the purposes and processes of research. A research project could support *Unit 1: Continuing Development*, but must clearly demonstrate that the learner is thinking broadly about research issues, ethical issues, methods and processes. Learners could also present their findings to the group using their supporting materials and thereby linking to *Unit 9: Professional Practice*. Presentation of the project should include charts, and show how calculations were undertaken, and how appropriate statistical tests were applied. Data should be presented in graphical format as indicated in the learning outcomes through undertaking a research project.

Links

This unit also links closely with *Unit 1: Continuing Development*, *Unit 7: Understanding Children's Behaviour* and *Unit 9: Professional Practice* which require elements of research. Consideration should be given to these links when planning the delivery of this programme.

Resources

Learners will require access to a library, the internet, journals, case studies, research exemplars, reports and publications, computers with appropriate software packages and word processing facilities.

Those undertaking research with children aged 0 to three years should demonstrate an awareness of the Early Years Foundation Stage (EYFS).

Support materials

Textbooks

- Bannister P (et al) — *Qualitative Methods in Psychology* (Open University Press, 1994) ISBN 0335191819
- Bell J — *Doing your Research Project, 3rd Edition* (Open University Press, 1999) ISBN 0335203884
- Blaxter L (et al) — *How to Research* (Open University Press, 1996) ISBN 0335209033
- Bowling A — *Research Methods in Health* (Open University Press, 1997) ISBN 0335206433
- Denscombe M — *Ground Rules for Good Research* (Open University Press, 2002) ISBN 0335206514
- Denscombe M — *The Good Research Guide, 2nd Edition* (Open University Press, 2002) ISBN 0335213030
- Fowler F J — *Survey Research Methods, 2nd Edition* (Sage Publications Limited, 1988) ISBN 0761921915
- Green S — *Research Methods in Health, Social and Early Years Care* (Stanley Thornes, 2001) ISBN 0748754628
- Haralambos M and Holborn M — *Sociology: Themes and perspectives, 5th Edition* (Collins, 2000) ISBN 000715447X
- Hinton P — *Statistics Explained: A Guide for Social Science Students* (Routledge, 1995) ISBN 0415332850
- Hosker I — *Social Statistics: Data Analysis in Social Science Explained* (Studymates, 2002) ISBN 1842850040
- Nutbrown C (Editor) — *Research Studies in Early Childhood Education* (Trentham Books, 2002) ISBN 1858562708
- Sapsford R and Abbot P — *Research Methods for Nurses and the Caring Professions* (Open University Press, 1998) ISBN 0335196977
- Walsh M — *Research Made Real* (Nelson Thornes, 2001) ISBN 0748758410

Websites

- | | |
|--|---|
| www.academicpress.com/journals/so.htm | Academic Press |
| www.esrc.ac.uk | Social Science Research Council |
| www.socialresearchmethods.net | Bill Trochim's Centre for Social Research Methods |

Unit 7: Understanding Children's Behaviour

Learning hours: 60

BTEC Higher National H1

Description of unit

This unit is designed to enable learners to investigate and synthesise a variety of psychological perspectives in regard to behaviour in children. The unit explores a range of topics concerned in understanding children's behaviour.

Learners are required to relate these to children in an early years care/education setting.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Analyse **psychological theories of behaviour**
- 2 Synthesise factors influencing **human behaviour** within an early years care/education setting
- 3 Review **the social world of the child, parenting skills and motivation**
- 4 Investigate **good practices** in promoting positive behaviour.

Content

1 **Psychological theories of behaviour**

Theories: e.g. social learning, psychoanalytical, personal construction, behavioural theory, the humanistic perspective, developmental theories and the ideas of behaviour genetics, emotion and the interactive perspective, reciprocal determinism

2 **Human behaviour**

Concepts underpinning behaviour: nature/nurture debate of behaviour; attachment theory and how it affects behaviour; the consequence of maturation, temperament, disposition, personality and social/emotional issues on behaviour

Managing behaviour: dealing with incidence of unwanted behaviour; intervention and support; goal setting, boundaries and expectations of the early years environment

3 **The social world of the child, parenting skills and motivation**

Influences of socialisation: self-concept, and significant others, self-concept and how they can affect the confidence of a growing child

Methods: building motivation and self-esteem

Parental influence: identifying parenting skills and cultural differences and how they can affect children's behaviour e.g. gender roles, ethnicity, and stereotyping

4 **Good practices**

Current legislation: e.g. Children Act 1989, Education Act 2001, Human Rights Act 1998, involved with childcare at home and in an educational setting.

Strategies and methods used to reinforce and promote positive behaviour: e.g. Steiner, High Scope

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Analyse psychological theories of behaviour	<ul style="list-style-type: none"> • Compare and contrast at least three psychological theories of behaviour. • Explain the ideas of behaviour genetics. • Summarise and compare the stages of development according to Piaget, Bowlby, Vygotsky, Ainsworth, Freud and Erikson. • Examine Maslow’s hierarchy of needs from the humanistic perspective.
2 Synthesise factors influencing human behaviour within an early years care/education setting	<ul style="list-style-type: none"> • Review the nature/nurture debate of behaviour. • Critically evaluate the Attachment theory and how it affects behaviour. • Discuss the consequence of maturation, temperament, personality and social/emotional issues on behaviour. • Recognise the signs of distress, possible regression to earlier forms of behaviour, indicators of bullying and identify forms of intervention and support. • Evaluate the use of a key worker system, sensory stimulation/relaxation and physical comfort in an early years setting.
3 Review the social world of the child, parenting skills and motivation	<ul style="list-style-type: none"> • Evaluate the effects of the self-concept, and discuss how significant others, self-esteem, and socialisation can effect the confidence of the growing child. • Discuss how self-efficacy, esteem and motivation can be promoted. • Assess how parenting skills, ethnicity and gender stereotyping can affect behaviour.

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
4 Investigate good practices in promoting positive behaviour	<ul style="list-style-type: none"> • Explore legislation that promotes good practice in early years settings. • Evaluate good practice in terms of cognitive behavioural therapy, goal setting, boundaries, providing praise and encouragement. • Describe the strategies and perspectives used to promote positive behaviour with children in an early years environment. • Examine the parental role in promoting positive reinforcement.

Guidance

Delivery

The teaching and learning styles should include critical research skills, report skills, discussions, group work, presentations, videos, guest speakers who are practitioners in relevant fields.

Assessment

Assessment evidence will be gathered from the learner's direct experiences in workplace environments and current issues arising from life situations. The learner will undertake a research project investigating attitudes to and current practice in promoting positive behaviour in an early years setting. The finding must be evaluated in the context of theories and perspectives.

Links

The unit links with Unit 9: Professional Practice and Unit 11: Understanding Medical Conditions for Early Years Practitioners.

This unit provides opportunities to cover components of the SureStart Birth to three matters framework:

- A Strong Child: all components
- A Healthy Child: partial coverage of *Keeping Safe* and *Emotional Wellbeing*

Resources

Learners would benefit from access to the internet. Physical resources to support the proposed qualification unit would be:

- Central Library Services, journals relating to child development issues, newspapers, and government publications

Support materials

Textbooks

Child D — *Psychology and the Teacher, 6th Edition* (Cassell, 1997)
ISBN 0304700622

DFES — *Improving Quality and Increasing Provision in Early Years Education, Consultation Document from Care for Education* (2001)

Meggitt C — *Child Development: Illustrated Guide* (Heinemann, 2000)
ISBN 0435420569

O'Hagan M— *Early Years Childcare and Education* (Baillière Tindall, 2003)
ISBN 0702023736

Smidt S — *The Early Years: A Reader* (RoutledgeFalmer, 1998) ISBN 0415172829

Smith P, Cowie H and Blades M — *Understanding Children's Development (Basic Psychology)* (Blackwell Publishers, 2002) ISBN 0631228233

Websites

www.nspcc.org.uk

NSPCC

Unit 8: Child Protection

Learning hours: 60

BTEC Higher National H2

Description of unit

This unit enables learners to gain the in-depth knowledge and understanding required to identify and respond appropriately to children suffering abuse and to support children and their families where abuse is suspected or confirmed.

The unit enhances the learner's understanding of the range of responsibilities of an early years worker.

This unit should be taught by an experienced person, who holds an appropriate current qualification in child protection.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Identify and understand **the range of child abuse, detection and appropriate response** to abuse
- 2 Identify and evaluate **strategies for the implementation of child protection policies and procedures** within childcare settings, and within the framework of child protection
- 3 **Identify and analyse own feelings and assumptions relating to child protection** and working with children who have been abused, abusers and the 'non-abusing' carer
- 4 Examine a range of **strategies for supporting children and their families**, taking into account the wide variety of cultural interpretations of parenting/abuse.

Content

1 **The range of child abuse, detection and appropriate response**

Define abuse: physical abuse and injury, emotional abuse, neglect and sexual abuse, indicators of abuse

Theories of child abuse: medical, sociological, psychological and feminist models

Analysis of current research: common findings of inquiries, e.g. current government reports

Predisposing factors to abuse: e.g. combination of factors relating to the adult's age, personality, circumstances and background, circumstances surrounding conception and birth, wanted/unwanted child, bonding issues, child with a disability, the young abuser

Consequences of abuse: emotional, social and physical (immediate and developmentally), attitudes/behaviour toward alleged abuser/child within neighbourhood — effects on rehabilitation

Effect of intervention: on family and within local community

2 **Strategies for the implementation of child protection policies and procedures**

Legal framework: historical perspective, Children Act 1989, Area Child Protection Committee, Protection of Children Act 1999, Care Standards Act 2000, Sex Offenders Register

Referral: suspicions, allegations, disclosures, confidentiality, record keeping and storage, report writing, access to records

Agency/area procedures: workplace policy and procedures for reporting within the setting, referral to outside agencies, investigation, sequence of events leading to placement on child protection register (ACCP, case conference, etc) detailed knowledge of local social services' policies and procedures

Professionals: protection of children from paid carers (e.g. nursery staff), agency policies and individual worker's precautions to prevent allegations, professional updating

3 **Identify and analyse own feelings and assumptions relating to child protection**

It is recommended that this section be led by an experienced person qualified to facilitate a 'safe' environment, in order to allow frank, honest discussion by learners and deal with issues arising. Tutors may find the use of case studies a useful medium for developing this area, e.g. Victoria Climbié Report

- *Subjectivity*: getting in touch with own feelings and attitudes, e.g. toward alleged abusers, non-abusing partner (who may have acquiesced), abused child, rights of parents, interference/intervention by state with autonomy of family
- *Objectivity*: professional, non-judgemental, client self-determination, working together with clients and other professionals
- *Coping*: acknowledgement of own feelings during a crisis, feelings following incident, confidentiality, team support, individual support, where to go for help, e.g. counselling

4 **Strategies for supporting children and their families**

Communication: ways to communicate with children of different ages and their primary carers, understanding and overcoming communication barriers (including disability), use of interpreters/signers, careful observation and interpretation of non-verbal communication

Supporting children who disclose: unconditional acceptance of child, potential impact on the child and others, e.g. family and friends

Alleviating the effects of abuse: play therapy, encouraging expression of feeling, improving self-worth, building self-esteem and confidence

Children's rights and parents' rights: empowering children and parents to exercise their rights

Helping children to protect themselves: exploration of current theories and resources, (e.g. Kidscape/NSPCC) local initiatives, implementation in childcare settings

Support in community: exploration of the role of supporting children and their families at home, role of family centres, consideration of the range of professionals who could be involved

Care away from home: temporary/permanent foster, respite, adoption, residential childcare homes, young abuser

Co-operation with other professions: report writing, sharing information, boundaries of confidentiality, initiating and sustaining contact, roles and responsibilities

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Identify and understand the range of child abuse, detection and appropriate response to abuse	<ul style="list-style-type: none"> • Differentiate between types of abuse using evidence present in three case studies. • Discuss methods of detection evident in the three case studies. • Compare the most appropriate responses required in the three different situations.
2 Identify and evaluate strategies for the implementation of child protection policies and procedures within childcare settings, and within the framework of child protection	<ul style="list-style-type: none"> • Explore the requirement for every setting involved with children to have a clear child protection policy and procedure. • Show an in-depth knowledge and understanding of agency and area child protection procedures, using one of the case studies. • Evaluate the effectiveness of current legislation, policies and procedures in protecting children from abuse.
3 Identify and analyse own feelings and assumptions relating to child protection and working with children who have been abused, abusers and the 'non-abusing' carer	<ul style="list-style-type: none"> • Through the use of a case study, demonstrate an understanding of the need for strict adherence to procedures and the requirement for an 'objective' professional approach when dealing with abuse issues. • Analyse the potential effects on the conduct and outcome of an investigation where a significant professional allows personal feelings to intrude.
4 Examine a range of strategies for supporting children and their families , taking into account the wide variety of cultural interpretations of parenting/abuse	<ul style="list-style-type: none"> • Describe the difficulties which may be encountered when dealing with suspicions or disclosures, where there are significant cultural, religious or communication issues (e.g. language/disability). • Demonstrate an understanding of the importance of teaching children how to protect themselves, and evaluate one current resource/initiative. • Evaluate the roles of key professionals involved in child abuse cases, analysing two areas of weakness highlighted in inquiry reports.

Guidance

Delivery

This is an emotive subject and it is recommended that this unit be delivered in the first year, enabling learners to become more aware, and to develop their understanding of the topic in the work setting. Support for learners must remain readily available.

This unit should be taught by an experienced person, who holds an appropriate current qualification in child protection.

Due to the multi-disciplinary nature of the content, the unit lends itself to inviting professional speakers from Social Services, Police, Health and Education to describe their roles in child protection.

Assessment

Written response to case studies; role-plays; simulations; small group discussions; seminar presentations; individual presentations to tutors.

Links

This unit links with *Unit 2: Communicating, Values and Leadership in an Early Years Environment*, *Unit 9: Professional Practice*, *Unit 11: Understanding Medical Conditions for Early Years Practitioners*, *Unit 19: Working with Families* and *Unit 24: Safety and Risk Management in Early Years Care and Education*

Resources

Learners would benefit from access to the internet.

Essential physical resources should include Central Library Services, journals relating to current professional child care/protection issues, computer/internet, television/videos, newspapers, government publications (legislation, reports, white and green papers).

Support materials

Textbooks

Cameron P, Moss P and Owen C — *Men in the Nursery: Gender and Caring Work* (Sage Publications, 2001) ISBN 185396431X

Cleaver H, Unell I and Aldgate J — *Children's Needs: Parenting Capacity...* (Stationery Office, 1999)

Cooper M — *Managing Allegations Against Staff Personnel and Child Protection Issues in Schools* (Network Educational Press Ltd, 2000) ISBN 1855390728

Corby B — *Child Abuse: Towards a Knowledge Base* (Open University Press, 2000)

Dartington Research Unit — *Child Protection and Child Abuse: Messages from Research* (Stationery Office, 1996)

Gibson C — *The 1989 Children Act Explained* (Stationery Office, 2000)

Hobart C and Frankel J — *Good Practice in Child Protection* (Stanley Thornes, 1998) ISBN 074873094X

Howse I — *Child Abuse — Promoting Protection* (Avon & Somerset Constabulary/Child-Safe, 2003)

Lindon J — *Child Protection* (Hodder & Stoughton, 2003) ISBN 0340876069

Lindon J — *Child Protection and Early Years Work* (Hodder & Stoughton, 1998) ISBN 0340705582

NSPCC — *Bridging the Gap: Child Protection Work with Children with Multiple Disabilities* (NSPCC, 1993)

Schofield G and Thoburn J — *Child Protection: The Voice of the Child in Decision Making* (Institute of Public Policy Research, 1996) ISBN 1860300286

Sinclair R and Bullock R — *Learning from Past Experience — A Review of Serious Case Reviews* (Department of Health, 2002)

Magazines and journals

Care and Nursing Essentials
Child Care Now
Community Care
Early Childhood Practice
Early Years Educator
Nursing Times
Nursery World
Special Children
Social Work Today

Other publications

Child-Safe in Sport and Organised Groups Information and Resource Pack (via website www.child-safe.org.uk)

Donnellan C (Series Editor) — *Confronting Child Abuse, Volume 22* (Independence 2001)

Green Paper — *Every Child Matters*

'*Learning to Protect*' *Child Protection Resource Pack for Teacher Training* (NSPCC)

Websites

www.child-safe.org.uk	Police sponsored website
www.doh.gov.uk/acpc	Department of Health
www.doh.gov.uk/acpc/learning.htm	
www.doh.gov.uk/qualityprotects/work_pro/project_3.htm	

www.doh.gov.uk/safeguardingchildren/index

www.guardian.co.uk/child

www.kidscape.org.uk

www.nspcc.org.uk

www.scoutbase.org.uk/hq/supportresources

www.unicef.org/protection

The Guardian

Kidscape

National Society for the
Prevention of Cruelty to Children

UK Scout guidance on child
protection

UNICEF guidance on child
protection

Unit 9: Professional Practice

Learning hours: 60

BTEC Higher National H1

Description of unit

This is a mandatory unit, which needs to be delivered in the first year of the programme and is supported by a minimum of 400 hours work experience. Assessment will include reports from visits to the setting by members of the course team. Work placement experience is an essential component of this unit. Learners must gain experience of working with children, from birth to eight years, in a variety of settings. Experience of working with children with special needs, who may be over this age, could also be included.

The unit also provides the opportunity for learners to reflect on, and analyse their own personal development. Issues of equal opportunities and safety are to be explored to underpin the outcomes.

This unit will provide learners with the opportunity to develop and demonstrate the practical competencies required of the professional early years worker.

Learners who already hold qualified practitioner status must provide evidence of work experience and complete a reflective account covering their continuing professional development.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Observe and identify the **individual needs of the child** appropriate to the requirements of the setting
- 2 **Respond appropriately** to the needs of the individual child
- 3 Demonstrate competence in the **role of a professional carer**
- 4 Promote a **stimulating learning environment** for children's development
- 5 Explore **personal effectiveness** as a worker in the early years sector.

Content

1 Individual needs of the child

Ages/stages of development of children: 0–1 years, 1–2 years, 2–4 years, 4–8 years, milestones of development, emotional, physical and social needs, specific needs that affect the rate of development

Childcare settings: client group the setting is servicing, codes of practice of the setting

Observations: a range of observations e.g. time sampling, target child, event sampling, sociogram etc, the ethical issues of observing children (see *Unit 3: Theories of Development: Birth to Three* and *Unit 5: Theories of Development: Three Plus*)

2 Respond appropriately

Activities: to promote the physical, emotional, social and cognitive development of young children

Different types of resources available: human and physical, within the setting and the wider community and management of those resources

Health and safety issues that may affect children within the setting: supervision, safe use of equipment, procedures and policies

Routines and procedures of the setting: daily routines of care, planned themes and activities, early years curriculum

3 Role of a professional carer

Professionalism: importance of attendance, punctuality, reliability, commitment, personal presentation, personal hygiene, expected standards of behaviour, maintenance of own safety

The need for: confidentiality, data protection and its parameters; appropriate interpersonal skills; ethical issues

Relate in a professional manner

Range of contacts: children, parents, peers, other adults, professionals within and outside the immediate setting

Respect for knowledge and contributions of others: recognising own role within team

4 **Stimulating learning environment**

The setting: aims, practice and structure

The wider environment: relevant resources in relation to the setting

Basic provision: organising appropriate to the setting, extension of basic provision

Curriculum activities: planning, implementing, evaluation, ten activity plans to include concepts of inclusiveness (there will be strong links here with *Unit 4: Early Years Curriculum, Play and Learning* and health and safety issues)

Supporting learning through: display, first-hand experience, visits and play, outdoor experiences

5 **Personal effectiveness**

Qualities required of a professional early years worker: interpersonal skills, verbal and non-verbal communication skills, professionalism, knowledge base, understanding of needs of children and family, knowledge of resources, possible referrals, importance of initiative and self-direction

Management skills: self-management in relation to timekeeping, dress, personal hygiene, role and responsibilities within the early years team as well as organisational requirements, punctuality, commitment, meeting changing needs and situations, being responsive and adaptable, target setting for future development

Problem-solving skills: analysis of information, decision-making, prioritisation and evaluation of outcomes

Self-appraisal: self-awareness, reviewing own performance in all relevant activities, reflection on own attitudes and relationships, recognition of own knowledge, skills and contribution to team work

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Observe and identify the individual needs of the child appropriate to the requirements of the setting	<ul style="list-style-type: none"> Meet the requirements of the assessment criteria identified in the Professional Practice Log. *
2 Respond appropriately to the needs of the individual child	<ul style="list-style-type: none"> Meet the requirements of the assessment criteria identified in the Professional Practice Log. *
3 Demonstrate competence in the role of a professional carer	<ul style="list-style-type: none"> Meet the requirements of the assessment criteria identified in the Professional Practice Log. *
4 Promote a stimulating learning environment for children's development	<ul style="list-style-type: none"> Meet the requirements of the assessment criteria identified in the Professional Practice Log. *
5 Explore personal effectiveness as a worker in the early years sector	<ul style="list-style-type: none"> Meet the requirements of the assessment criteria identified in the Professional Practice Log. *

* See *Annexe G*.

Guidance

Delivery

Learners need to gain a wide range of experiences, and develop skills in working with children of different ages and in different settings. Learners must undertake work placement experience with children in all four of the following age ranges: 0–1 year, 1–2 years, 2–4 years, 4–8 years. Learners must also undertake assessed work placement experience in four different settings from the following list with a minimum of 20 hours in each:

- the home
- as a childminder
- voluntary pre-school
- statutory pre-school
- private nursery provision
- nursery school/class
- primary school
- hospital
- special needs provision.

Learners must be given supported time to plan, review and evaluate their professional practice. They must present a minimum of ten observation reports, including at least one from each setting and using at least four different types of observation methods e.g., time/event sampling, diary, specimen, target child, sociogram etc and may use observations from other units, to meet the requirements of this qualification.

The Professional Practice unit requires learners to undertake a total of at least 400 hours of supervised work placement.

Assessment

The main evidence produced to achieve the outcomes of this unit will be from work placement experience, observations and reflective accounts of the learners' own practice. The outcomes must be demonstrated in four separate settings within four age ranges: 0–1 years; 1–2 years, 2–4 years, 4–8 years.

Learners without qualified practitioner status should collect evidence using the Professional Practice Logbook (*Annexe G*) in the style of a portfolio, which could include placement logs, diary, observations, witness testimony and personal accounts of practice.

It is recommended that all learners be encouraged to obtain a first-aid certificate.

Learners should demonstrate an awareness of the equality and diversity of people, and their rights and responsibilities.

Links

This unit links with all other units in the programme, but particularly with *Unit 1: Continuing Development*.

Resources

The prime resource will be access to work placement experience. An additional resource will be staff time to visit work placements.

Learners will need access to professional journals and magazines and appropriate material from CD-Roms and the internet.

It is noted that when working with 0–3 year olds, learners should actively implement the *SureStart Birth to three matters framework* to ensure best practice.

Suggested reading

Textbooks

Hobart C and Frankel J — *A Practical Guide to Child Observation and Assessment* (Nelson Thornes, 1999) ISBN 0748745009

Lindon P — *Understanding Children's Play* (Thornes, 2001) ISBN 074873970X

Macleod-Brudenell I — *Advanced Early Years Care and Education* (Heinemann, 2004) ISBN 0435401785

Mukherji P — *Understanding Children's Challenging Behaviour* (Nelson Thornes, 2001) ISBN 0748739718

Tassoni P — *Supporting Special Needs: Understanding Inclusion in the Early Years* (Heinemann 2003) ISBN 0435401629

Magazines and journals

Child Education

Early Years Educator

Nursery World

Times Educational Supplement — Primary

Websites

www.educaton.gov.uk/childrenandyoungpeople/earlylearningandchildren/delivery/surestart

SureStart initiative

www.ofsted.gov.uk

Government inspectorate

Unit 10: Health Promotion for Early Years Practitioners

Learning hours: 60

BTEC Higher National H2

Description of unit

Health promotion is a key role for all early years practitioners as it seeks to improve the physical, mental and emotional health of children and their families/primary carers. It is a component of the SureStart programme — Birth to Three Matters framework. This unit intends to give early years practitioners an insight into the nature of health promotion both from a theoretic viewpoint and also through its practical application.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Demonstrate knowledge and understanding of various **socio-economic influences** on and the measurement of health
- 2 Evaluate the various **models and approaches to health promotion**
- 3 Demonstrate knowledge and understanding of the **ethical, religious, cultural, political and economical aspects of health promotion**
- 4 Plan, implement and evaluate a **health promotion campaign**, which includes health needs assessment, a range of interventions and critical evaluation.

Content

1 **Socio-economic influences**

Definitions of health and disease

Models of health: e.g. medical, social construct and cultural viewpoints

Impacting factors: social class, income, poverty, housing, employment, environment, gender, race

Differences between health education and health promotion

Strengths and weaknesses of epidemiological data: e.g. ICD Codes (International Classification of Diseases) Standardised Mortality and Morbidity rates, Jarman Index, Quality Adjusted Life Years (QALYS), Standardised Hospitalisation Ratios, Health and Lifestyle Surveys (HALS), Health Survey for England (HSFE) and census data

Health inequalities: e.g. Black Report DHSS 1980, Acheson Report Independent Inquiry in Inequalities in Health 1998, government health promotion targets, government initiatives, e.g. SureStart — Birth to Three Matters, Every Child Matters, Keeping Children Safe

2 **Models and approaches to health promotion**

Definition, roles and historical development of health promotion and health education

Different models and approaches to health promotion: medical, behavioural change, educational, empowerment and social changes, including aims, approaches and evaluation tools; role of the World Health Organisation

National and regional health promotion structures: including NICE (National Institute for Clinical Excellence) and campaigns such as Fullstop; HIV and AIDS, Asthma and Safety aspects of health promotion; screening programmes for children and their families

3 **Ethical, religious, cultural political and economical aspects of health promotion**

Ethical principles of health promotion: e.g. respect of autonomy; beneficence; non maleficence and justice

Health beliefs: of different ethnic and cultural groups

Roles, responsibilities and potential for conflicts of interest: with the different agencies who have a health promotion remit, e.g. industry, trade unions, Environmental Health, police, voluntary agencies, the National Health Service

4 Health promotion campaign

Health promotion terminology: e.g. Health Alliance/healthy alliances

Beliefs, attitudes and values: influence on health decisions, influence of models of health promotion on changing lifestyle e.g. Health Belief Model (Becker, 1974), The Theory of Reasoned Action (Ajzen and Fishbein, 1980) The Health Action Model (Tones, 1990) and The Stages of Change Model (Prochaska and DiClemente, 1984)

Campaigns: strategies for assessing health needs within a community; planning health promotion interventions; framework for evaluation (e.g. three Es: Efficiency, Effectiveness and Economy), difficulties in the evaluation of health promotion activities, the impact of the media and education providers on health promotion; structures for delivering health promotion strategies

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Demonstrate knowledge and understanding of various socio-economic influences on and the measurement of health	<ul style="list-style-type: none"> • Analyse a range of definitions of health promotion. • Discuss a range of socio-economic influences on health.
2 Evaluate the various models and approaches to health promotion	<ul style="list-style-type: none"> • Evaluate a range of models and approaches to health promotion.
3 Demonstrate knowledge and understanding of the ethical, religious, cultural, political and economical aspects of health promotion	<ul style="list-style-type: none"> • Analyse the impact of religious and cultural beliefs on health and health promotion. • Evaluate a range of government health promotion initiatives.
4 Plan, implement and evaluate a health promotion campaign , which includes health needs assessment, a range of interventions and critical evaluation	<ul style="list-style-type: none"> • Plan a health promotion campaign on a single health issue with supporting methodology and ethical consideration. • Evaluate health promotion strategies in the early years settings. • Evaluate the impact of the media and education providers on health promotion.

Guidance

Delivery

The approach to delivery is determined by the unit leader using teaching methods appropriate to the learning styles within the group to provide essential underpinning knowledge. Group discussion is recommended to facilitate a deeper level of learning and understanding, allowing the development of new and existing knowledge. This unit complements *Unit 11: Understanding Medical Conditions for Early Years Practitioners* and *Unit 12: Contemporary Issues in Child Health*.

Assessment

100 per cent internally assessed coursework using a combination of evidence e.g. written assignments, individual and/or group seminar presentation, case studies. Application of theory to practice is essential for the advanced practitioner, therefore learners should provide a range of evidence to demonstrate their knowledge and understanding of health promotion within an early years setting, including the ability to analyse and evaluate research and current practice.

Learners should be involved in detailed research and analysis of existing health data for the local community to support a plan for intervention regarding one health issue. The methodology for such intervention should be supported by the theoretical principles indicated in the content of this unit.

Links

This unit links with *Unit 1: Continuing Development*, *Unit 11: Understanding Medical Conditions for Early Years Practitioners*, *Unit 12: Contemporary Issues in Child Health* and *Unit 21: Concepts of Inclusiveness and the Early Years Environment*.

Resources

Learners would benefit from access to the internet, library services, journals relating to child health and education, quality newspapers, and government publications.

Support materials

Textbooks

Banyard P — *Applying Psychology to Health* (Hodder and Stoughton, 1996) ISBN 0340647566

Graham H (Editor) — *Understanding Health Inequalities: a Reader* (Open University Press, 2000) ISBN 0335205534

Marmot M and Wilkinson R (Editors) — *Social Determinants of Health — a Reader* (Oxford University Press, 1999) ISBN 0192630695

Naidoo J and Wills J — *Health Promotion — Foundations of Practice* (Bailliere Tindall, 2000) ISBN 0702024481

Unit 11: Understanding Medical Conditions for Early Years Practitioners

Learning hours: 60

BTEC Higher National H1

Description of unit

This unit aims to explore the common causes, signs and characteristics of a range of medical conditions. Learners will also research the process of referral, assessment, diagnosis and intervention for children and the provision of appropriate support. This unit complements *Unit 12: Contemporary Issues in Child Health*.

This unit is designed to give learners an in-depth knowledge and understanding of medical conditions, which is essential for the advanced practitioner in support of today's dynamic and inclusive early years philosophy.

The following range of conditions must be explored:

- asthma, eczema, cystic fibrosis, epilepsy, sickle cell disease, thalassaemia, diabetes mellitus, attention deficit disorder/attention deficit hyperactivity disorder, Autistic Spectrum Disorder (including MMR immunisation controversy), HIV and AIDS, allergies, mental health problems (e.g. depression, eating disorders, self-harm), chicken pox, measles, rubella, mumps, meningitis, tuberculosis, thread worms, scabies, diarrhoea and vomiting, conjunctivitis, head lice, febrile convulsions, common syndromes (e.g. Down's syndrome, William's syndrome).

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Discuss the **causes, signs and characteristics** of a range of medical conditions/syndromes
- 2 Analyse the processes of **referral, assessment, diagnosis and intervention** for children with a range of medical conditions/syndromes for the purpose of early identification and support
- 3 Evaluate a range of methods for **prevention and treatment** of medical conditions/syndromes
- 4 Evaluate the effectiveness of **policies and practices within early years settings to support children** with medical conditions/syndromes.

Content

1 Causes, signs and characteristics

Common causes of medical conditions and ill health: genetic, microbiological, environmental, socio-economic influences; incidence of medical conditions/illness. *Common signs, symptoms and characteristics:* physical, psychological, emotional, behavioural

Range of significant conditions and syndromes: both genetic and environmental in origin

2 Referral, assessment, diagnosis and intervention

Process: of referral, assessment, diagnosis and intervention for a range of medical conditions

Role of professionals: e.g. health visitor, paediatrician, community medical officer, school nurse, paediatric community nurse, physiotherapist, speech therapist, educational psychologist, occupational therapist, educational welfare officer, child protection officer, social worker, teaching staff, play specialist

3 Prevention and treatment

Prevention and treatment: immunisation programmes, health education and promotion campaigns, child surveillance/routine screening, prevention of cross-infection — personal hygiene, hand-washing, administration of medicines, genetic screening, counselling, psychotherapy, treatment and care routines

4 Policies and practices within early years settings to support children

Local and national policies: health and education, inclusivity; health and safety considerations and procedures — management of body fluids, management of clinical waste, administration of medicines; training requirements for staff in early years settings

Support: local and national support groups (formal/informal) and specialist organisations in supporting children and families e.g. National Autistic Society, Down's Syndrome Society, Sickle Cell Society, National Asthma Campaign, EPILEPSY, CYSTIC F

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Discuss the causes, signs and characteristics of a range of medical conditions/syndromes	<ul style="list-style-type: none"> • Discuss the common signs and characteristics of a range of medical conditions/syndromes.
2 Analyse the processes of referral, assessment, diagnosis and intervention for children with a range of medical conditions/syndromes for the purpose of early identification and support	<ul style="list-style-type: none"> • Discuss the process of referral, assessment, diagnosis and intervention for a range of medical conditions/syndromes. • Evaluate the importance of effective and early diagnosis and intervention.
3 Evaluate a range of methods for prevention and treatment of medical conditions/syndromes	<ul style="list-style-type: none"> • Evaluate a range of preventative measures to protect children against medical conditions. • Evaluate a range of treatment and care routines for children with medical conditions.
4 Evaluate the effectiveness of policies and practices within early years settings to support children with medical conditions/syndromes	<ul style="list-style-type: none"> • Evaluate a range of national and local strategies to support children with medical conditions within the early years settings. • Analyse the training needs for staff in early years settings to support children with medical conditions with recommendations for dynamic practice.

Guidance

Delivery

The approach to delivery is determined by the unit leader using teaching methods appropriate to the learning styles within the group to provide essential underpinning knowledge. Personal reflection and group discussion is recommended to facilitate a deeper level of learning and understanding, allowing the development of new and existing knowledge.

Assessment

100 per cent internally assessed coursework using a combination of evidence e.g. written assignments, individual and/or group seminar presentation, case studies. Application of theory to practice is essential for the advanced practitioner, therefore learners should provide a range of evidence to demonstrate their knowledge and understanding, including the ability to analyse and evaluate research and current practice. A reference file for use within the organisation could provide meaningful evidence for this unit.

Links

This unit links with *Unit 1: Continuing Development*, *Unit 3: Theories of Development: Birth to Three*, *Unit 5: Theories of Child Development: Three Plus*, *Unit 12: Contemporary Issues in Child Health*, *Unit 21: Concepts of Inclusiveness and the Early Years Environment* and *Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia*.

Resources

Learners would benefit from access to the internet, library services, journals relating to child health and education, government publications.

Support materials

Textbooks

Department for Education and Skills — *Every Child Matters* (DfES, 2003)

Department for Education and Skills — *Special Educational Needs Code of Practice* (DfES, 2001)

Frith U — *Autism: Explaining the Enigma, 2nd Edition* (Blackwell Publishers, 2003) ISBN 0631229019

Gilbert P — *A-Z of Syndromes and Inherited Disorders: A Manual for Health, Social and Education Workers* (Nelson Thornes, 2000) ISBN 0748745297

Keene A — *Child Health: Care of the Child in Health and Illness* (Nelson Thornes, 1999) ISBN 0748736514

Riddell-Leech S — *Managing Children's Behaviour* (Heinemann, 2003) ISBN 043545532X

Magazines and journals

Archives of Diseases of Childhood

British Journal of Nursing

British Medical Journal

Child Education

Early Years Educator

The Journal of the National Association of Hospital Play Staff (NAHPS)

Nursing Standard

Nursing Times

Paediatric Nursing

Special Children

Special

Other publications

Sure Start — *Birth to Three Matters* (Sure Start, 2003)

Websites

www.actionasd.org.uk	Autistic Spectrum Disorder
www.asthma.org.uk	National Asthma Campaign
www.autism.org.uk	National Autistic Society
www.cafamily.org.uk	Contact A Family (for families with disabled children)
www.cftrust.org.uk	Cystic Fibrosis Trust
www.dfes.gov.uk	Department for Education and Skills
www.downs-syndrome.org	Downs Syndrome Association
www.eczema.org	National Eczema Society
www.epilepsy.org.uk	Epilepsy
www.fragilex.org.uk	Fragile X Society
www.heartline.org.uk	Heartline
www.mynchen.demon.co.uk	Cerebral Palsy
www.nasen.org.uk	National Association of Special educational Needs
www.pwsa.co.uk	Prader-Willi Syndrome
www.shinecharity.org.uk	Association for Spina Bifida and Hydrocephalus
www.sicklecellsociety.org	Sickle Cell Society
www.williams-syndrome.org	Williams Syndrome Association

Unit 12: Contemporary Issues in Child Health

Learning hours: 60
BTEC Higher National H2

Description of unit

Professionals working in early years settings are increasingly required to care for children with challenging health care needs. This unit requires learners to understand the causes of disease and know how to respond appropriately to issues such as treatment regimes and ethical and cultural considerations. The unit is designed to equip learners with the professional knowledge of the causes of ill health, the needs of the child and family and the care of them. The learner will acquire knowledge of the range of settings in which sick children are cared for and the roles and responsibilities of all the staff involved.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Examine the **epidemiology of childhood illnesses and diseases**
- 2 Evaluate the impact of **legal, ethical, cultural and social issues** on contemporary society's understanding of childhood illnesses
- 3 Demonstrate an understanding of how to meet **the needs of sick children** and the role of various professionals, support agencies and networks in supporting sick children and their families
- 4 Evaluate the **impact on educational progress and opportunity** for children with an illness/condition.

Content

1 **Epidemiology of childhood illnesses and diseases**

Epidemiological data: morbidity and mortality rates; influences on health — genetic, environmental (e.g. asthma, obesity, eating disorders, mental health problems), communicable diseases (e.g. tuberculosis, HIV/AIDS, meningitis), monitoring of disease by public health services

2 **Legal, ethical, cultural and social issues**

Religious beliefs and practices: of major world religions in relation to illness and treatment; cultural and social beliefs regarding early years care

Legislation and ethics: Children Act 1989, Education Act 1993, Medicines Act 1968, Health and Safety at Work Act 1974, United Nations Convention on the Rights of the Child, SEN Code of Practice (2001), SEN and Disability Discrimination Act 2001, Race Equality Act 2001; legal and ethical issues relating to therapy regimes (e.g. gene therapy, blood transfusion, medications), child and carer compliance to treatment regimes

Social issues: parental consent, record keeping, reporting concerns, equality of opportunity and anti-discriminatory practice, Gillick competence, Human Rights, intervention by the court of law (e.g. ward of court, compliance order), child protection

3 **The needs of sick children**

Preparing children for treatment and procedures: planning pre-admission programmes, managing unplanned/emergency admissions, use of play therapy to support the emotional needs of sick children, effects of separation and loss

Professional roles: Hospital Play Specialist, Community Paediatric Nurse, Community/Hospital Paediatrician, Clinical/Educational Psychologist, Social Worker, Health Visitor, Health Visitor Assistant, Teacher, Teaching Assistant, Educational Welfare Officer, Child Protection Officer/Named Nurse (school/hospital/community)

Settings: Children's Hospice, hospital (in-patient/out-patient/day care), community/home care

Collaboration: importance of inter-disciplinary collaboration, role of parent/primary carer, parental partnership, principle of inclusivity, support groups — local and national (e.g. Sickle Cell Society, National Eczema Society), role of National Institute of Clinical Excellence (NICE)

4 **Impact on educational progress and opportunity**

Impact on development: short and long term effects of illness on emotional and psychological development of sick children; impact of absence from school, acceptance by peers; medication and treatment requirements, management of medications and treatments in early years educational setting; challenging behaviours, inclusion, exclusion, barriers to inclusion, the role of the school hospital and home education programmes, training and education requirements of staff in early years educational settings

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Examine the epidemiology of childhood illnesses and diseases	<ul style="list-style-type: none"> • Identify the patterns of childhood illnesses and diseases. • Analyse the causes and treatments of a range of childhood diseases. • Analyse factors influencing the effectiveness of treatment regimes.
2 Evaluate the impact of legal, ethical, cultural and social issues on contemporary society's understanding of childhood illnesses	<ul style="list-style-type: none"> • Analyse the impact of cultural and religious diversity on the causes and treatments of childhood illnesses. • Critically evaluate the ethical and legal dilemmas early years practitioners will face when caring for a sick child.
3 Demonstrate an understanding of how to meet the needs of sick children and the role of various professionals, support agencies and networks in supporting sick children and their families	<ul style="list-style-type: none"> • Analyse the short and long term effects of an acute and chronic illness/condition on the child. • Analyse the potential effects of ill health and hospitalisation on children and their families. • Evaluate a range of strategies to minimise and manage the effects of hospitalisation for the sick child. • Analyse the stages of distress and the reasons why children may regress during illness. • Critically evaluate the importance of play for a child's diagnostic and therapeutic development. • Critically evaluate the role of a range of professionals involved with care and education for sick children in various settings.
4 Evaluate the impact on educational progress and opportunity for children with an illness/condition	<ul style="list-style-type: none"> • Analyse the short and long term effects on educational progress and opportunity for the child with an illness/condition. • Critically evaluate a range of strategies to support the child with an acute and chronic illness/condition within the early years settings.

Guidance

Delivery

The approach to delivery is determined by the unit leader using teaching methods appropriate to the learning styles within the group to provide essential underpinning knowledge. Personal reflection and group discussion is recommended to facilitate a deeper level of learning and understanding, allowing the development of new and existing knowledge.

Case studies, role-play, video documentaries and observation will serve as aids to explore the issues surrounding the care of children with an illness/condition. It is strongly recommended that learners have access to primary carers/parents of a child/children with significant health needs and ideally the child themselves. Visits from guest speakers may prove to be a useful source of valuable information.

Assessment

100 per cent internally assessed coursework using a combination of evidence e.g. written assignments, individual and/or group seminar presentation, case studies. Application of theory to practice is essential for the advanced practitioner, therefore learners should provide a range of evidence to demonstrate their knowledge and understanding, including the ability to analyse and evaluate research and current practice.

Links

This unit links with *Unit 1: Continuing Development*, *Unit 3: Theories of Development: Birth to Three*, *Unit 5: Theories of Development: Three Plus*, *Unit 11: Understanding Medical Conditions for Early Years Practitioners*, *Unit 19: Working with Families*, *Unit 21: Concepts of Inclusiveness and the Early Years Environment* and *Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia*.

Resources

Learners would benefit from access to the internet, library services, journals relating to child health and education, quality newspapers, and government publications.

Support materials

Textbooks

Dell Clark C — *In Sickness and in Play: Children Coping with Chronic Illness*, *Rutger's Series in Childhood Studies* (Rutgers University Press, 2003)

ISBN 0813532698

Cook — *Supporting Sick Children and Their Families* (Baillière Tindall, 1999)

ISBN 0702022071

Helman C (Editor) — *Culture, Health and Illness: An Introduction for Health Professionals* (Hodder Arnold, 2000) ISBN 0750647868

Saraswathi T (Editor) — *Cross-cultural Perspectives in Human Development: Theory, Research and Applications* (Sage Publications Limited, 2004)
ISBN 0761997695

Magazines and journals

Child: Care, Health and Development

Early Years Educator

Websites

www.early-education.org.uk

British Association for Early Childhood
Education

Unit 13: Promoting Language Development

Learning hours: 60

BTEC Higher National H2

Description of unit

This unit builds upon the learner's understanding of child development, focusing on the nature, function and use of language. The relationship between language and learning is explored and investigated and a range of theories on how language develops will be evaluated. By studying the way early language develops, much can be learned about young children's cognitive growth. Learners are encouraged to respond with sensitivity, awareness and skill to children's language and learning needs and to reflect upon their own experiences as language users. This unit investigates how children communicate. Learners will be encouraged to explore the changing field of language and literacy studies with special relevance to educational policy and practice including bilingualism and multi-lingualism. Learners are required to extend their ability to explore, plan, resource and implement language activities with individuals and/or groups of children. The implication of dialects, accents and a language rich curriculum, recognising the importance of bilingualism and multi-lingualism are explored together with the role of language and social identity, all of which are integral to all learning objectives in this unit.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Demonstrate an understanding of the **nature and function of language and thought**
- 2 Analyse the **relationship between speaking, listening, understanding and communicating**
- 3 Show how he/she will facilitate the **curriculum for language, literacy and communication.**

Content

1 **Nature and function of language and thought**

Factors: social, political, geographic, environmental, genetic/medical

Use/function of language: differing intentions, a range of situations

2 **Relationship between speaking, listening, understanding and communicating**

Development: pre-linguistic stage, linguistic stage

Theories: Skinner, Chomsky

Use of language: expressing needs, communicating with others

Role of key adult: leading activities, explaining, supervising, assisting, the support of differing needs

3 **Curriculum for language, literacy and communication**

Activities: stories, songs, poems, discussions, play

Curriculum guidance: Curriculum Guidance for the Foundation Stage, Cwricwlwm Cymraeg, the National Curriculum, the National Literacy Strategy

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Demonstrate an understanding of the nature and function of language and thought	<ul style="list-style-type: none"> • Describe the factors that influence children’s use of language. • Analyse the use of language in terms of underlying values, feelings, beliefs and attitudes. • Discuss the proposition that language is a negotiated system of rules modified by external factors. • Identify differences between ‘language’ and ‘a language’.
2 Analyse the relationship between speaking, listening, understanding and communicating	<ul style="list-style-type: none"> • Analyse the development of the ability to communicate from birth to 8 years and evaluate competing theories. • Evaluate the relationship between symbolic play and language development. • Evaluate the importance of the role of key adults as children learn to communicate.
3 Show how he/she will facilitate the curriculum for language, literacy and communication	<ul style="list-style-type: none"> • Implement and evaluate activities that support the development of two communication skills. • Analyse the effectiveness of observation, assessment and recording for the support of children’s language development. • Critically analyse current curriculum guidance.

Guidance

Delivery

Good practice in planning a broad and balanced curriculum focuses on areas of learning rather than discrete subjects. A child's personal, social and emotional development and well-being should inform and underpin all curriculum planning. There should be a combination of lecture input, group work activities and learner-centred investigation including the implementation of activities to support children's literary learning, comparison of activities at FS and NC. Learners will be encouraged to demonstrate how theory is put into practice in early years settings. Visits, videos, and outside speakers to be arranged as appropriate.

Assessment

100 per cent coursework. This unit should have a practical focus. Learners should be able to present a resource file, which demonstrates knowledge and understanding of all three areas of language development. Activities that facilitate the development of speaking, listening and emergent writing in young children must be designed, implemented and evaluated.

Links

This unit links to Unit 14: Promoting Numeracy Skills and Unit 15: Promoting Knowledge and Understanding of the World.

Although this unit primarily addresses the foundation stage of the curriculum, some elements of the *SureStart Birth to three matters framework* could be addressed through the teaching of this unit:

- A Skilful Communicator: all components.

Resources

Learners would benefit from access to the internet. Physical resources to support the proposed qualification unit would be:

Central Library Services, journals relating to child development issues, newspapers, and government publications.

Support materials

Textbooks

Bee H and Boyd D — *The Developing Child* (HarperCollins, 2003) ISBN 0205357970

Harris J — *Early Language Development: Implications for Clinical and Educational Practice* (Routledge, 1990) ISBN 0415014174

Law J (Editor) — *The Early Identification of Language Impairment in Children*
(Nelson Thornes, 1992) ISBN 0412393409

Lee V and Gupta P (Editors) — *Children's cognitive and language development*
(Oxford University Press, 1995) ISBN 0631194282

Rodger R — *Planning an Appropriate Curriculum for the Under Fives: A Guide for
Students, Teachers and Assistants* (David Fulton Publishers, 2003)
ISBN 1853469122

Syder D — *An Introduction to Communication Disorder* (Thomson Learning, 1992)
ISBN 156593041X

Magazines and journals

Nursery World

Other publications

Curriculum Guidance for the Foundation Stage

National Curriculum

National Literacy Strategy

Websites

www.bbc.co.uk/education

BBC

www.nc.uk.net

National Curriculum

www.primaryresources.co.uk/literacy

Primary resources for childcare workers

Unit 14: Promoting Numeracy Skills

Learning hours: 60

BTEC Higher National H1

Description of unit

This unit has been designed to promote the learner's confidence and develop competence in supporting the development of children's understanding of mathematics/numeracy in the early years. Learners build on their understanding of child development, focusing on the unique characteristics of mathematical activity and thinking, helping them to view mathematics as a creative and problem-solving activity which is relevant to everyday life. Links between mathematics and areas of learning such as language and science are highlighted. Learners develop their ability to explore, plan, resource and implement mathematical activities with groups of children and are able to recognise that mathematics is both a creative, problem-solving activity and a dynamic body of knowledge. Emphasis is placed on the relevance of mathematics to everyday life and its pan-cultural nature. Learners are encouraged to identify a range of contexts within which mathematical activity takes place. Learners are asked to demonstrate an awareness of the structure and content of mathematical development in Curriculum Guidance.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Demonstrate an understanding of the **social, economic and cultural contexts of mathematics and its place in the early years**
- 2 Evaluate the **relationship between mathematics, learning and development**
- 3 Demonstrate how to **support the development of mathematics in the early years**
- 4 **Access, process and use information** from a variety of sources.

Content

1 **Social, economic and cultural contexts of mathematics and its place in the early years**

Impact of mathematics: use of mathematics in everyday life, attitudes to mathematics and their effect on beliefs, values, self-esteem, confidence, capabilities, behavioural patterns, influence of teachers, social, economic and cultural factors

Curriculum areas: e.g. geography, science, accounts, retail, hospitality etc; use of mathematical concepts e.g. measurement, statistics, numbers, shapes, percentages, etc

Electronic calculators: use in schools, everyday life, workplace

2 **Relationship between mathematics, learning and development**

Children's mathematical learning and understanding: key concept development, rote/discovery learning, contextual/categorical thinking, recognising and developing learning styles; transferability of concepts

Developmental activities: e.g. counting, sorting, matching, patterns, connections, recognising relationships, shape, space, measures, 2D and 3D abstract thinking

3 **Support the development of mathematics in the early years**

Current initiatives: e.g. the Curriculum Guidance for the Foundation Stage, the Numeracy Strategy, the National Curriculum

Individual learning plans: recording, reviewing, monitoring, flexibility, additional support, special needs

Use of ICT: software packages, calculations, shape/number recognition

4 **Access, process and use information**

Theoretical and methodological developments: statutory documents, current thinking

Researching and analysing evidence: identify sources, access, synthesise and evaluate information

Use of information: recommended use for teaching

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Demonstrate an understanding of the social, economic and cultural contexts of mathematics and its place in the early years	<ul style="list-style-type: none"> • Investigate a range of curriculum areas that can be used to support children’s mathematical learning. • Understand the impact of mathematics/numeracy on everyday life, identifying the influences that social and cultural factors might have on children’s learning. • Investigate the applications of electronic calculators.
2 Evaluate the relationship between mathematics, learning and development	<ul style="list-style-type: none"> • Evaluate the value of rote as opposed to meaningful (discovery) learning and the differences between contextual and categorical thinking. • Show an awareness of problems that children may encounter during the development of mathematical/numerical understanding and identify how children’s individual needs can be met.
3 Demonstrate how to support the development of mathematics in the early years	<ul style="list-style-type: none"> • Implement activity plans and evaluate/analyse the information used to support future learning. • Identify how planning, observation and assessment can be used to take account of current initiatives. • Identify and propose how ICT can be used to support children’s mathematical understanding. • Recommend and make conclusions on how mathematics should be taught.
4 Access, process and use information from a variety of sources	<ul style="list-style-type: none"> • Undertake independent research, with reference to observation of numeracy hour/mathematical activity. • Identify relevant theories and ideas on how numeracy can be taught, including evidence of how theory is integrated with practice. • Demonstrate reference to statutory documents and evidence current thinking throughout work.

Guidance

Delivery

Good practice in planning a broad and balanced curriculum focuses on areas of learning rather than discrete subjects. A child's personal, social and emotional development and well-being should inform and underpin all curriculum planning. The method of learning should be based on an experiential workshop approach to encourage collaborative, practical investigation activities. There should be a combination of lecture input, group work activities and learner-centred investigation, including the implementation of planned activities to support children's mathematical understanding. Learners will be encouraged to demonstrate how theory is put into practice in early years settings. Visits, videos and outside speakers should be arranged as appropriate.

Assessment

100 per cent coursework. A resource file showing observation, rationalisation, planning, implementation and evaluation would be appropriate. Reference to statutory documents and current thinking should be evidenced throughout.

Links

This unit links to Unit 13: Promoting Language Development and Unit 15: Promoting Knowledge and Understanding of the World.

Resources

Learners would benefit from access to the internet. Physical resources to support the proposed qualification unit would be:

Central Library Services, journals relating to child development issues, newspapers, and government publications.

Support materials

Textbooks

Atkinson M — *Maths with Reason: The Emergent Approach to Primary Maths* (Hodder & Stoughton, 1992) ISBN 0435083333

Clemson D & W — *Mathematics in the Early Years* (Routledge, 1994) ISBN 0415096286

Cockburn A and Haylock D — *Understanding Early Years Mathematics* (Sage Publications, 1989) ISBN 1853960748

Lewis A — *Discovering Mathematics with 4–7 year olds* (Hodder & Stoughton, 1996) ISBN 0340605898

Pound L — *Supporting Mathematical Development in the Early Years* (Oxford University Press, 1997) ISBN 0335198872

Rodger R — *Planning an Appropriate Curriculum for the Under Fives: A Guide for Students, Teachers and Assistants* (David Fulton Pubs, 2003) ISBN 1853469122

Skinner C — *More than Numbers: Children Developing Mathematical Thinking* (BAECE, 2001) (available from www.early-education.org.uk)

Wood D — *How Children Think and Learn* (Blackwell Publishers, 1997)
ISBN 063120007X

Other publications

Curriculum Guidance for the Foundation Stage

DfES — *The National Numeracy Strategy — Mathematical Activities for the Foundation Stage, Introductory Pack* — reference DfES 0223/2002, date of issue 05/02

National Curriculum

Numeracy Strategy

Websites

www.bbc.co.uk/education

BBC

www.cict.co.uk

Site offering computer software for use during numeracy sessions

[www.education.gov.uk/shcools/
Teaching and Learning/Curriculum](http://www.education.gov.uk/shcools/Teaching%20and%20Learning/Curriculum)

National Curriculum online

www.NIACE.org.uk

Basic skills site

www.nrich.maths.org/prime

Mathematics site for school age learners

www.primaryresources.co.uk

Mathematical online resources

Unit 15: Promoting Knowledge and Understanding of the World

Learning hours: 60

BTEC Higher National H1

Description of unit

This unit aims to promote the learner's confidence and competence in scientific learning. It also builds on the learner's understanding of child development, focusing on the way children learn and develop scientific concepts and skills. Links between scientific and other areas of learning, such as language and mathematics are highlighted. Learners consider the nature of science as a stimulating and accessible area of knowledge. This is achieved through practical and investigative work to gain a range of scientific knowledge. The scientific knowledge and understanding required of the learners follows current curriculum guidance at a level appropriate to Higher National qualifications.

Learners are required to develop an ability to research, plan, resource and implement scientific activities with groups of children. This must be done within the context of current curriculum guidance and reflects theoretical thought on the teaching and learning of science/knowledge and understanding of the world.

The implications of special needs, multicultural and European Union issues as well as religious and other beliefs in relation to scientific theories are considered.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Demonstrate a **knowledge and understanding of science**, reflecting current curriculum guidance
- 2 Identify the **process skills** which underpin children's scientific activities
- 3 Demonstrate a knowledge of **scientific pedagogy** through an understanding of the hierarchical development of scientific understanding in children.

Content

1 Knowledge and understanding of science

Current curriculum guidance: Foundation Stage: Knowledge and Understanding of the World, National Curriculum strands for science at Key Stage 1

2 Process skills

Process skills: hypothesis, questioning, testing, experimenting, observing, recording and evaluating

Activities: designing indoor and/or outdoor experiments/activities based on first hand experiences that encourage exploration, observation, problem-solving, critical thinking, decision making and discussion

Health and safety issues: relevant legislation, good practice, prevention/reporting of accidents

3 Scientific pedagogy

Activities: curriculum planning, use of resources/equipment, health and safety, indoor activities, outdoor activities, experimentation, observing, recording

Role of the adult: planning, supporting, giving explanation, facilitation, skill development, questioning, development of understanding, supervision

Differentiation: individual learning plans, graded activities, extension activities

Support for children with additional needs: inclusion, observation, skill development, range of activities, multi-sensory tasks

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Demonstrate a knowledge and understanding of science , reflecting current curriculum guidance	<ul style="list-style-type: none"> • Evaluate the current curriculum guidance for the Foundation Stage. • Evaluate the current curriculum guidance for Key Stage 1.
2 Identify the process skills which underpin children’s scientific activities	<ul style="list-style-type: none"> • Plan/implement activities which demonstrate understanding of the development of clearly identified early process skills. • Evaluate the effectiveness of activities and record achievements using a range of appropriate techniques. • Evaluate the application of a range of health and safety issues to the activities.
3 Demonstrate a knowledge of scientific pedagogy through an understanding of the hierarchical development of scientific understanding in children	<ul style="list-style-type: none"> • Use practical activities to clearly demonstrate knowledge of the development of scientific understanding in children and the role of the practitioner in facilitating children’s understanding. • Use observations/practical work to demonstrate that the early years curriculum is understood, and the role of the adult is analysed. • Show evidence of differentiation in activity plans to match needs and abilities of children at different ages and stages from 0–8years. • Demonstrate awareness of support available for children with additional needs e.g. sensory impairments.

Guidance

Delivery

Good practice in planning a broad and balanced curriculum focuses on areas of learning rather than discrete subjects. A child's personal, social and emotional development and well-being should inform and underpin all curriculum planning. The method of learning should be based on an experiential workshop approach to encourage collaborative, practical investigation activities. There should be a combination of lecture input, group work activities and learner-centred investigation, including the implementation of planned activities to support children's mathematical understanding. Learners will be encouraged to demonstrate how theory is put into practice in early years settings. Practical activities will enable learners to demonstrate their understanding of scientific process skills. Visits, videos and outside speakers should be arranged as appropriate.

Assessment

100 per cent coursework. Learners should be assessed on a written assignment, practical demonstrations and a resource file of planned and implemented activities. Statutory documents and current thinking should be evidenced throughout.

Links

This unit links with *Unit 13: Promoting Language Development* and *Unit 14: Promoting Numeracy Skills*.

Resources

Learners would benefit from access to the internet. Physical resources to support the proposed qualification unit would be:

Central Library Services, journals relating to child development issues, newspapers, and government publications.

Support materials

Textbooks

Frost J — *Creativity in Primary Science* (Oxford University Press, 1996)
ISBN 0335195520

Harlen W and Jelly S — *Developing Science in the Primary Classroom* (Longman, 1997) ISBN 0582308518

Holland C and Rowan J — *The Really Practical Guide to Primary Science* (Nelson Thornes, 1996) ISBN 0748726160

Johnston J — *Early Explorations in Science* (Oxford University Press, 1996)
ISBN 0335195407

Peacock G and Smith R — *Teaching and Understanding Science* (Hodder & Stoughton, 1995) ISBN 0340647639

Rodger R — *Planning an Appropriate Curriculum for the Under Fives: A Guide for Students, Teachers and Assistants* (David Fulton Pubs, 2003) ISBN 1853469122

Siraj-Blatchford J and Macleod-Brudnell I — *Supporting Science, Design and Technology in the Early Years* (Oxford University Press, 1999) ISBN 0335199429

Wenham M — *Understanding Primary Science, Ideas, Concepts and Explanations* (Paul Chapman Publishing, 1995) ISBN 1853962465

Wood D — *How Children Think and Learn* (Blackwell, 1997) ISBN 063120007X

Magazines and journals

Child Education

Early Years Educator

Nursery World

TES Primary

Other publications

Curriculum Guidance for the Foundation Stage

National Curriculum

Websites

www.ase.org.uk

Association for Science Education

www.bbc.co.uk/education

BBC

www.nc.uk.net

National Curriculum online

www.planet-science.com

Resource with games and tasks

www.primaryresources.co.uk/science

Science resource site

Unit 16: Effective Resource Management

Learning hours: 60

BTEC Higher National H1

Description of unit

This unit addresses the needs of managers in early years settings to achieve and maintain quality service provision. This includes managing the recruitment process, retaining staff, and managing resources within the workplace, in order to provide a cost effective and quality service.

This unit will allow learners to gain insight and develop understanding of the skills required to recruit and retain staff, and evaluate the process of effective resource allocation and management including managing shortfalls and making recommendations for expenditure.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Analyse **effective recruitment and selection procedures** for staff within the early years services
- 2 Analyse and evaluate a range of strategies for the **effective management and retention of staff**
- 3 Analyse a range of factors that influence the **effective management of resources**
- 4 Analyse and evaluate **effective management of Financial Resources**.

Content

1 **Effective recruitment and selection procedures**

Identification of human resource requirements within the team: person specifications, personal attributes, mandatory/desirable qualifications and experience, hours required e.g. full time/part time, skill mixing

Recruitment process: requirements of the organisation e.g. authorisation to recruit, referral to the Human Resources department; advertising vacancies: local, national, internal/external; creating attractive and enriching job roles; full time/part time/job share roles; career structure and progression; professional development potential e.g. in-house training, training and education courses; employment law and procedures relating to advertising, equality of opportunity, anti-discrimination; job information/person specification to be sent to applicants; use of job descriptions, contracts of employment, indemnity insurance

Selection process: interviewing structure; interview and presentation; choosing the interviewing panel; formulating questions and desired responses; issues relating to employment law, equality of opportunity and anti-discrimination; management of the interview process e.g. selecting a Chair, timing, record keeping/interview notes; selecting the right applicant for the job, feedback to applicants; verification of qualifications, Criminal Records Bureau disclosure, references, health status; role of Governing Bodies with recruitment and selection

2 **Effective management and retention of staff**

The induction process: providing support for new staff e.g. mentoring; designing induction programmes; organisational policies and procedures, appraisal/personal development plans, performance feedback/review; use of job description in the induction and review process

Managing working relationships: leadership and management styles, developing professional relationships with staff, role-modelling, team work and the approaches to team building, promoting and sharing common team values/objectives, effective communication skills, skill mixing, allocation of work/specific tasks, delegation of tasks and responsibilities; managing sensitive situations/conflict/poor performance e.g. grievance and disciplinary procedures

Accountability and responsibility: monitoring and supervision of staff, assessing the work and effectiveness of individuals/the team, approaches to making and communicating decisions

3 **Effective management of resources**

Definition of resources: staff, equipment, physical, financial

Financial/funding sources: e.g. Learning and Skills Council, Local Education Authority (including funding for children with Statements of Special Education Needs)

Factors which influence resource availability and budget allocation: economic and political issues which impinge on funding of early years services e.g. government policies, funding priorities, organisational objectives and policies, private finance, outsourcing, inter-agency partnerships e.g. social services, local Early Years partners; geographical influences e.g. providing services within rural areas

4 **Effective management of Financial Resources**

Financial planning/forecasting: use of spread sheets, target setting, monitoring budgets and expenditure, managing overspend, auditing resources

Making decisions: information required, using discretion within a budget, analysing financial information for reliability, validity and sufficiency, evaluating financial risk

Resource shortfalls: services not being fully or actually delivered, new or increasing demands, methods of reporting — e.g. informing senior managers/Governors

Making recommendations: consulting on options, methods of presenting information, use of supporting evidence

Accountability and responsibility: role of governing bodies in financial management; accountability and responsibility of managers in resource management

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Analyse effective recruitment and selection procedures for staff within the early years services	<ul style="list-style-type: none"> • Demonstrate an in-depth understanding of the policies and procedures for successful recruitment and meeting the organisation’s needs. • Analyse and evaluate the process used to recruit and select staff within an early years setting.
2 Analyse and evaluate a range of strategies for the effective management and retention of staff	<ul style="list-style-type: none"> • Evaluate the induction process within an early years setting. • Evaluate a range of strategies used to support new staff and to promote professional development of the individual within the setting. • Analyse the effect that team-work and effective communication has on the retention of staff within an early years setting. • Analyse the effectiveness of leadership and management styles and their effect upon retention of staff within an early years setting.
3 Analyse a range of factors that influence the effective management of resources	<ul style="list-style-type: none"> • Define the key areas of resources. • Identify financial sources within an early years setting. • Analyse a range of factors which influence the allocation, use and management of resources within an early years setting.
4 Analyse and evaluate effective management of Financial Resources	<ul style="list-style-type: none"> • Identify, analyse and evaluate the types of financial information required to make decisions on how resources are allocated and used in an early years setting. • Analyse a range of common resource shortfalls affecting provision within the early years setting. • Evaluate the processes involved in making recommendations to overcome resource shortfalls and the required expenditure.

Guidance

Delivery

The approach to delivery is determined by the unit leader using teaching methods appropriate to the learning styles within the group to provide essential underpinning knowledge. Group discussion is recommended to facilitate a deeper level of learning and understanding, allowing the development of new and existing knowledge.

Assessment

100 per cent internally assessed course work using a combination of evidence e.g. written assignments, individual and/or group seminar presentation, case studies, which support the learners underpinning knowledge. Projects based on the learners own organisation provide contextualisation for learners. Application of theory to practice is essential for the advanced practitioner, therefore, learners should provide a range of evidence to demonstrate their knowledge and understanding of resource management within an early years setting, including the ability to analyse and evaluate research and current practice.

Links

This unit links with *Unit 17: Effective Leadership*, *Unit 18: Managing the Inspection* and *Unit 23: Managing the Early Years Curriculum*.

Resources

Textbooks

Broadbent M and Cullen J — *Managing Financial Resources (Chartered Management Institute)* (Butterworth Heinemann, 2003) ISBN 0750657553

Cartwright R et al — *Managing People: A competence approach to supervisory management* (Blackwell Publishers, 1993) ISBN 0631190120

Dyson J R — *Accounting for Non-Accounting Students* (FT Prentice Hall, 2003) ISBN 0273683853

Drucker P — *The Essential Drucker* (HarperCollins, 2001) ISBN 006093574X

Lambert T — *Key Management Questions* (FT Prentice Hall, 2003) ISBN 0273661531

Murdock A and Scutt C — *Personal Effectiveness* (Butterworth-Heinemann, 2002) ISBN 0750656220

Thomson R and Thomson A — *Managing People* (Butterworth-Heinemann, 2002) ISBN 0750656182

Williams K and Johnson B — *Introducing Management: A Development Guide* (Butterworth Heinemann, 2003) ISBN 0750659203

Unit 17: Effective Leadership

Learning hours: 60

BTEC Higher National H1

Description of unit

This unit aims to develop an understanding of how leadership differs from management, and how it impacts on the success of a team and organisation. Learners will investigate a range of theoretical perspectives, leadership styles, approaches to team development, recruitment and selection practices, supporting individuals and evaluate the impact these have on a team and organisation.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Investigate and evaluate the impact of different **styles of leadership** within Early Years settings
- 2 Evaluate the **effectiveness of a team** within an Early Years Setting
- 3 Investigate and evaluate **recruitment, selection and retention** procedures within an Early Years setting
- 4 Plan, implement and evaluate an approach to **support new staff** within an Early Years setting.

Content

1 **Styles of leadership**

Theories, models and styles of leadership and their application within the Early Years setting: who is a leader? impact of leadership styles (e.g. democratic, autocratic, Laissaz-Faire); difference between leadership and management; communication and interaction skills, motivating others; use of power and control; delegation; leadership and team work; organisational and cultural influences on leadership; equality of opportunity and anti-discriminatory practices, responsibility and accountability

2 **Effectiveness of a team**

Theoretical perspectives on team formation, membership and success: team structures, dynamics and interaction e.g. Belbin, team behaviours; communication skills and approaches; team building processes; organisational and cultural influences; politics of working relationships; equality of opportunity and anti-discriminatory practices; flexible working practices; support and supervision for team members; approaches to monitoring and evaluation of team performance, managing conflict, approaches to conflict resolution

Why teams can be ineffective: common problems e.g. ineffective leadership, communication, delegation and teamwork; lack of a shared vision or ethos, unrealistic goals, hidden agendas; unresolved conflict

3 **Recruitment, selection and retention**

Policies and procedures: legislation and employment law relating to recruitment and selection of early years practitioners, internal and external recruitment processes, required and desired qualifications and experience, qualification status, job description and person specification; terms and conditions of employment/contracts of employment; Criminal Records Bureau screening, application forms and CVs, involvement of Human Resources department

Interviewing procedures: purpose, process and structure of interviews, use of application forms and CVs at interview, presentations, psychometric testing; legal and legislative requirements e.g. Health and Safety at Work, welfare and rights of workers; Equal Opportunities and Anti-Discriminatory Practice e.g. Disability Discrimination Act

Successful retention: planning and the process of induction, identifying individual training and support needs, supervision and mentoring, monitoring performance e.g. appraisal, Personal Development Plans

4 **Support new staff**

Identifying and responding to individual needs: supporting individual learning and professional development, recognition of learning styles, supporting staff with additional needs e.g. specific learning difficulties, health problems

Induction programmes: models of induction; integrating individual needs into the induction; local and national policies and procedures, Codes of Practice, organisational vision and ethos, effective communication, models of supervision, planning of supervision, monitoring and delegation of tasks, empowerment and motivation, organisational and cultural influences on working practice, equality of opportunity and anti-discriminatory issues

Monitoring and evaluation of performance: approaches to measuring performance; effective feedback on performance e.g. informal discussion, formal appraisal and personal development plans, motivating and empowering individuals with effective feedback; use of job description and contracts of employment during the monitoring process

Supporting under-performance: managerial requirements, managing effective feedback and discussion, mentoring, additional support services e.g. counselling; use of policies and procedures e.g. disciplinary, complaints, grievance; record keeping, use of factual evidence; process of reporting concerns, unsafe practice, incidents; equality of opportunity and prevention of discrimination; use of Human Resources department

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Investigate and evaluate the impact of different styles of leadership within Early Years settings	<ul style="list-style-type: none"> • Demonstrate a comprehensive understanding of leadership using a range of theoretical perspectives • Evaluate the impact of a range of leadership styles within an Early Years setting. • Reflect upon and evaluate own leadership style and how this impacts on the team and organisation.
2 Evaluate the effectiveness of a team within an Early Years Setting	<ul style="list-style-type: none"> • Demonstrate a comprehensive understanding of team formation and influences on success using a range of theoretical perspectives • Analyse and evaluate the effectiveness of a team in an early years setting (including the impact of behaviours, communication, motivation and empowerment). • Discuss a range of strategies for increasing the effectiveness and cohesion of this team.
3 Investigate and evaluate recruitment, selection and retention procedures within an Early Years setting	<ul style="list-style-type: none"> • Discuss the requirements of the recruitment process. • Investigate the selection process within an Early Years setting and evaluate its structure and effectiveness. • Evaluate the impact of the recruitment and selection process on successful retention.
4 Plan, implement and evaluate an approach to support new staff within an Early Years setting	<ul style="list-style-type: none"> • Identify and discuss the training and support needs of a new member of staff within the Early Years setting. • Plan and implement a programme of activities to support this individual's development and performance. Justify the identified activities. • Evaluate the effectiveness of the planned and implemented programme including its impact on communication, performance and development, and retention. Make recommendations for future practice. • Evaluate a range of strategies to support a member of staff who is under-performing within an Early Years setting.

Guidance

Delivery

The approach to delivery is determined by the unit leader using teaching methods appropriate to the learning styles within the group. Personal reflection and group discussion is recommended to facilitate a deeper level of learning and understanding, allowing the development of new and existing knowledge. Learners would benefit from observing practitioners in the work-placement area to assist the generation of evidence that demonstrates application of theory to practice and the ability to translate assessment recommendations into appropriate support strategies and activities.

Due to the complexity and wide range of research available, learners will need guidance on researching and selecting appropriate theory.

Assessment

100 per cent course work. Evidence for this unit could comprise a combination of written assignments and presentation including a case study undertaken within a working/studying environment. The emphasis being on an understanding of the needs and functioning of a team, individual and organisation with a comprehensive understanding of research and legal requirements within this area of practice.

Links

This unit links with *Unit 16: Effective Resource Management*, *Unit 18: Managing the Inspection* and *Unit 23: Managing the Early Years Curriculum*.

Resources

Learners need to have access to current research and policy documents to support learning. Reflective discussion, case studies and observation will enable learners to reflect on their current practice, develop and enhance leadership skills and determine appropriate support strategies for staff.

Support materials

Textbooks

Andreski R — *Managing Your Nursery* (Nursery World Limited, 1997)
ISBN 1899514015

Belbin M — *Team Roles at Work* (Butterworth Heinemann, 1993)
ISBN 0750626755

BPP — HNC/HND Business Core Module Three: Managing People and Activities:
Study Text 1996 (HNC/HND Business Services) (BPP Publishing, 1996)
ISBN 0751770124

Cartwright R, Collins M, Green G and Candy A — *Managing People* (Blackwell Publishers, 1993) ISBN 0631190120

Huczinski A — *Organisational Behaviour: An Introductory Text* (Prentice Hall, 2003) ISBN 0582843219

Lambert T— *Key Management Questions* (FT Prentice Hall, 2003) ISBN 0273661531

Murdock A and Scutt C — *Personal Effectiveness* (Butterworth-Heinemann, 2003) ISBN 0750656220

Southworth G and Conner C — *Managing Improving Primary Schools: Using Evidence-based Management* (RoutledgeFalmer, 1999) ISBN 0750708336

Stredwick J — *An Introduction to Human Resource Management* (Heinemann, 2000) ISBN 0750645806

Thomson R — *Managing People* (Butterworth-Heinemann, 2002) ISBN 0750656182

Weightman J, Buchanan D and Huczinski J — *Introducing Organisational Behaviour/Organisational Behaviour Student Book* (Prentice Hall, 1999) ISBN 0877781265

Weightman J — *Managing People* (Chartered Institute of Personnel and Development, 2004) ISBN 0852929943

Williams K and Johnson B — *Introducing Management: A Development Guide* (Butterworth Heinemann, 2004) ISBN 0750659203

Unit 18: Managing the Inspection

Learning hours: 60

BTEC Higher National H2

Description of unit

This unit will allow learners to develop knowledge and understanding of the inspection requirements in England/Wales. Learners will explore the purpose, requirements and process of inspection and how to manage the impact on child-care and educational organisations.

Understanding the inspection process is essential for the advanced practitioner and managers in order to support staff and the organisation effectively, achieve maximum benefit from inspection and to effectively engage and work with inspectors.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Evaluate the **purpose and principles of inspection** within the early years settings
- 2 Investigate and evaluate **the process of preparation for Ofsted inspection**
- 3 Analyse and evaluate **the process of Ofsted inspection**
- 4 Evaluate **the inspection report and post-inspection action plan** and its impact on service development.

Content

1 Purpose and principles of inspection

Statutory regulations and law: organisations requiring inspection e.g. child care facilities (full day care, seasonal day care, creches, out of school care, childminders), nurseries, schools (mainstream and special), pupil referral units; The Framework for Inspecting Schools 2003; types of inspection e.g. full or light touch; frequency and rigor of inspection

Purpose and principles of Ofsted inspection: history and background of inspection for educational services and child care (including day care and child minding facilities), maintaining and developing quality and national standards of educational and child care provision, principles of Ofsted inspection; future changes within the inspection framework

Parental involvement: notification, meeting with lead inspector, surveys, reporting of inspection findings

2 The process of preparation for Ofsted inspection

Managing staff concerns: importance of good communication with staff, addressing staff concerns, supporting staff and stress management

Preparation of staff: use of the inspection framework and inspection handbook, completion of pre-inspection documentation (internal school evaluation) and time frame, pre-inspection visits

Preparing evidence required for inspection: e.g. schools — lesson plans, schemes of work, progress tracking records, registers, communications with parents and external agencies; briefing on meetings/interviews with inspectors, and child care facilities — documentation demonstrating the meeting of the fourteen national standards

3 The process of Ofsted inspection

Notification and length of inspection: notice period and cycle, communication between HMI Ofsted and schools/child care providers e.g. detailing type of inspection, dates, length of inspection

Inspection must report on (areas dictated by current and relevant legislation: e.g.

- **Schools** — educational standards in curriculum areas (Foundation Stage, Key Stages 1–3), quality of the education, quality of leadership and management (including financial management), the spiritual, moral, social and cultural (SMSC) development of pupils.
- **Child Care Facilities** — DFES National Standards for Under Eight Day Care and Childminding.

The evaluation schedule (what inspectors report on in schools):

- **Effectiveness of the school** (how successful is the school?, what should the school do to improve?)
- **Standards achieved by pupils** (how high are standards achieved in the areas of learning, subjects and courses of the curriculum?, how well are pupils attitudes, values and other personal qualities developed?)
- **Quality of education provided by the school** (how effective are teaching and learning? How well does the curriculum meet pupils' needs? How well are pupils cared for, guided and supported? How well does the school work in partnership with parents, other schools and the community?)

Leadership and management of the school: how well is the school led and managed? how good is the quality of education in areas of learning, subjects and courses? what is the quality of other specified features?

How is the school inspected?: length of inspection, staff meeting the lead inspector at the start of the inspection

Schools: classroom observation, interviews with staff scrutiny of records and documentation e.g. financial records, school improvement plan

Child care facilities: inspection of premises, documentation

During inspection: support for staff and managing stress, supporting pupils during inspection (schools), developing a rapport with inspectors, importance of collaboration, mutual co-operation and clear communications between staff and inspectors, dealing with feedback from inspectors

4 **The inspection report and post-inspection action plan**

Inspection report: summary of judgements, grades, satisfactory/unsatisfactory inspection (serious weaknesses, special measures) the inspection report (reports on school effectiveness, matters raised in the evaluation schedule, each curriculum area inspected, evaluation of issues specified by HMCI) report for parents by lead inspector, pre-publication draft and final report, role of the governing body

Action-plan: purpose, time-frame for response and remedial action, further inspection requirements

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Evaluate the purpose and principles of inspection within the early years settings	<ul style="list-style-type: none"> • Identify the statutory and legal requirements for inspection. • Analyse the purpose and principles of inspection. • Evaluate the value of inspection for the development of child care and educational services.
2 Investigate and evaluate the process of preparation for Ofsted inspection	<ul style="list-style-type: none"> • Investigate and evaluate the overall pre-inspection preparation process within an early years setting. • Evaluate the effectiveness of the internal school evaluation and how this can support development of practice within an early years setting. • Make recommendations for practice within an early years setting with regards to pre-inspection preparation.
3 Analyse and evaluate the process of Ofsted inspection	<ul style="list-style-type: none"> • Analyse the impact of inspection on the organisation during inspection, identifying methods of support for staff and children. • Evaluate the effectiveness of the methods used by inspectors for gathering evidence of performance. • Analyse methods used to provide feedback on findings. • Evaluate the effectiveness of the inspection process on the organisation with regards to current performance and future development.
4 Evaluate the inspection report and post-inspection action plan and its impact on service development	<ul style="list-style-type: none"> • Justify the purpose of the inspection report and evaluate its impact on organisational performance within an early years setting. • Evaluate the effectiveness of the post-inspection action plan on future development within an early years setting. • Make recommendations for practice to support the organisation with the inspection report and implementation of the action plan. Justify each recommendation.

Guidance

Delivery

The approach to delivery is determined by the unit leader using teaching methods appropriate to the learning styles within the group to provide essential underpinning knowledge. Group discussion is recommended to facilitate a deeper level of learning and understanding, allowing the development of new and existing knowledge.

Assessment

100 per cent internally assessed course work using a combination of evidence e.g. written assignments, individual and/or group seminar presentation, case studies, which support the learners underpinning knowledge. Projects based on the learners own organisation provide contextualisation for learners. Application of theory to practice is essential for the advanced practitioner, therefore, learners should provide a range of evidence to demonstrate their knowledge and understanding of resource management within an early years setting, including the ability to analyse and evaluate research and current practice.

Links

This unit links to *Unit 16: Effective Resource Management*, *Unit 17: Effective Leadership* and *Unit 23: Managing the Early Years Curriculum*.

Resources

Learners will need to access inspection reports from within the workplace. External speakers who have experience with the inspection process would also be beneficial to learners.

Support materials

Websites

[www.education-gov.uk/schools/leadership/type of schedule/academies/primary/FAQs/a0024936/OFSTED-Inspections-FAQ](http://www.education-gov.uk/schools/leadership/type-of-schedule/academies/primary/FAQs/a0024936/OFSTED-Inspections-FAQ)

www.estyn.gov.uk

Surviving Ofsted

Framework for the Inspection of Schools

Guidance on the Inspection of Primary and Nursery Schools (2004)

Inspecting Schools Guide for Parents

The Common Inspection Framework for Education and Training in Wales

The Inspection of educational provision for children before compulsory school age

Understanding Inspections in Schools
Guidance Notes for Teachers and Governors

[www.lewisham.gov.uk/my services/education](http://www.lewisham.gov.uk/my-services/education)

ICT Advice for Schools: Support for Schools' Development Planning

www.ofsted.gov.uk

Ofsted

www.ofsted.gov.uk/about-us

How we work

www.ofsted.gov.uk/about-us/

ofsteds-priorities-and-values/strategic-plan The Future of Inspection: A consultation paper

www.ofsted.gov.uk/about-us/how-we-are-structured

Inspecting Schools: Framework for inspecting schools

[www.ofsted.gov.uk/about-us/who-we-are and what-we-do/services-we-inspect-or-regulate](http://www.ofsted.gov.uk/about-us/who-we-are-and-what-we-do/services-we-inspect-or-regulate)

How we regulate child care

www.teachersupport.info

Teacher Support Network

Unit 19: Working with Families

Learning hours: 60

BTEC Higher National H2

Description of unit

This unit focuses on the professional practice of people employed in early years settings, working with both children and families. It will facilitate learners' development of the knowledge and skills necessary to respond appropriately to the needs of children and their families. Learners will develop an evaluative approach to childcare practice, as an on-going process and for enhancing the quality of service delivery.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Appreciate key **theories of life span development**
- 2 Analyse **factors influencing life experience** and life chances
- 3 Evaluate **strategies for the implementation of child protection** processes and procedures within childcare settings
- 4 **Respond effectively to** children/carers/families in crisis.

Content

1 Theories of life span development

Development and change: e.g. Maslow, Allport, Erikson, Buhler, Havighurst and Levinson

The processes of development: the life course, physical and cognitive changes; personality and personal development; development and change; internal and external influences; adulthood, life events, transitions, stress and coping, relationships, intervention

2 Factors influencing life experience

Early experiences: life patterns; self prophesies; discrimination: gender, race, disability, class. Environmental: poverty, deprivation; family structures: social and cultural variation; sociological perspectives of family; reconstructed families; political, social and economic factors; cycles of parenting styles/patterns and reinforcement: influence of early experience; cross generational patterns; gender roles; political, social and economic factors; stereotyping, media influences

Models and types of provision for young children and their families: statutory, non-statutory, voluntary, private sectors; legal and regulatory framework; roles and responsibilities; skill-mix, interdisciplinary approaches; current issues and developments in childcare practice: theoretical perspectives, research evidence; monitoring and evaluating provision; relationships with other agencies

3 Strategies for the implementation of child protection

Different forms of abuse: physical, emotional, sexual

Recognising signs of abuse: physical signs, behaviour changes; abuse within family networks; 'stranger' abuse; gender issues

Strategies for the implementation of child protection: supporting children, parents/carers/families, rights and entitlements; empowering the child and parent/carers; professional responsibilities; effecting change in parenting/child care patterns

Policies and procedures: working within the legal framework; implementing procedures; recording and reporting; supporting the child/parent/carer/colleagues; working with other agencies

Feelings: attitudes, beliefs, stereotyping; assumptions and judgements; maintaining a professional role and 'distance'; gender issues; supporting colleagues; seeking support

4 **Respond effectively**

Supporting children: assessing individual need; planning individual care programmes; reviewing outcomes, action planning; recording and reporting; recognising and ensuring children's rights; individual work with children; group work with children; ensuring equality

Strategies for supporting parents/carers/families: partnership with parents/carers: assessing need; recognising the rights and responsibilities of parents/carers; designing and implementing programmes; agreeing outcomes; roles and relationships; status, power and influence; supporting individual parents/carers; supporting groups of parents/carers; supporting families; ensuring equality

Crisis: helping children/adults cope with separation and bereavement, feelings of rejection and failure, anger, resentment, aggression; marital and family problems; stress; family therapy; play

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Appreciate key theories of life span development	<ul style="list-style-type: none"> • Identify the processes of development throughout the life span. • Discuss the processes of development. • Examine and evaluate theories of life span development. • Understand and analyse the dynamic and complex nature of adulthood.
2 Analyse factors influencing life experience and life chances	<ul style="list-style-type: none"> • Identify and analyse the factors which influence life experiences. • Recognise and evaluate the variation in family structures. • Examine and analyse cycles of parenting styles/patterns and reinforcement. • Analyse and evaluate different models and types of provision for young children and their families.
3 Evaluate strategies for the implementation of child protection processes and procedures within childcare settings	<ul style="list-style-type: none"> • Identify and understand the different forms of abuse. • develop a policy statement and code of conduct for an early years setting. • Explore and analyse own feelings and assumptions relating to child protection and working with abused children and abusers.
4 Respond effectively to children/carers/families in crisis	<ul style="list-style-type: none"> • Identify and evaluate strategies for supporting parents/carers/families and for establishing partnerships in early years settings. • Identify and evaluate strategies for supporting children in early years settings. • Justify the nature of intervention strategies for a range of crisis situations.

Guidance

Delivery

It is important that learners have access to people employed in early years settings working with children and their families, as this will facilitate development of knowledge and skills necessary to respond appropriately to the needs of children and their parents/carers. Observation and discussion will form much of the basis of this unit. Visiting speakers from support agencies, charities and the like will enhance delivery.

Assessment

Observation of a family with at least one child under eight years could provide the basis of a case study from which learners present a structured report to meet some of the learning outcomes for this unit. Permission must be sought from the family prior to the observation. Alternative assessment strategies can be agreed individually, as experienced learners may present feasible alternative methods.

Links

This unit links with *Unit 1: Continuing Development*, *Unit 7: Understanding Children's Behaviour*, *Unit 9: Professional Practice*, *Unit 11: Understanding Medical Conditions for Early Years Practitioners* and *Unit 24: Safety and Risk Management in Early Years Care and Education*.

Resources

Access to professionals employed in family settings is essential for this unit where learners are not able to participate in this context.

Learners would benefit from access to the internet. Physical resources to support the proposed qualification unit would be:

Central Library Services, journals relating to child development issues, newspapers, and government publications.

Support materials

Textbooks

Bernades J — *Family Studies: An Introduction* (Routledge, 1997)
ISBN 0415164699

Haralambos M, Heald R and Holborn M (Editor) — *Sociology Themes and Perspectives* (Collins Education, 2004) ISBN 000715447X

Muncie J (Editor) — *Understanding the Family* (Sage Publications Limited, 1999)
ISBN 0761953078

Stainton and Rogers — *Child Abuse: Facing the Challenge* (Oxford University Press, 1992) ISBN 0713462167

Website

www.early-education.org.uk

The British Association for Early Childhood Education

Unit 20: Developing Play in the Early Years

Learning hours: 60

BTEC Higher National H2

Description of unit

The nature and concept of play will be explored, emphasising its characteristics and developmental significance within childhood. Learners will understand the value associated with play processes and identify the crucial role of the adult in terms of the provision, monitoring and assessing of play opportunities. Quality provision will be a key concern.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Discuss and evaluate **the concept of play**, and understand the influence of historical, social and cultural aspects on its development
- 2 Consider the **value of play** as a learning process and explain how the involvement of the adult supports development
- 3 Observe and analyse a range of **play contexts** and examine how they contribute to a developmentally appropriate curriculum
- 4 Examine how the **monitoring and evaluation of provision** can improve the quality of play.

Content

1 The concept of play

'Play': towards a definition; models of play, e.g. epistemic, ludic (Hutt, 1979), practice play (Piaget), socio-dramatic play (Smilansky), free-flow play (Bruce); categories of play, e.g. solitary, parallel, spectator, collaborative; theories of play; spontaneous and planned; encompassing diversity and equality; effective pedagogy; cognitive processes; domains of development; ideology of play; metacognition

History and culture: the contribution of the early pioneers, e.g. Froebel, Isaacs; social and cultural knowledge and values, and how these are transmitted through play; international perspectives; the rights of the child; gender; inclusion; the Plowden Report, the Rumbold Report

2 Value of play

Value: understanding what children are doing e.g. range of behaviours involved, significance of motivation, opportunities for deep involvement and well-being (Laevers); play therapy; brain development; values, attitudes and beliefs; playwork; skills, coping strategies, self-esteem, development of whole person, awareness of others, issues pertaining to inclusion; links with theories of play and development (Piaget, Vygotsky, Bruner); research (Sylva, Bertram and Pascal); PEEP Project; EEL Project; learning styles; dispositions (Katz) and schemas

The adult: sustained shared thinking; involvement; active listening; awareness of children's learning needs, scaffolding (Vygotsky, Bruner); partnership with parents and collaboration with other professionals (Whalley); recognition and development of schemas (Athey, Nutbrown); using play as a 'tool' for learning (progression, differentiation and relevance); promoting positive relationships; adults as role models; initiation, sensitive intervention and participation (extending and enhancing), relevant resources, use of time and space; observation, evaluation and assessment of involvement; planning; anti-discriminatory practice

3 Play contexts

Context: use of space (inside and out); choice of areas; organisation which provides for problem-solving, making choices, independence and autonomy; playwork; play therapy; materials and resources of a high quality and which are relevant; allows for active involvement; challenges and motivates; considers gender and inclusion issues; contribution of parents; role of adult; meaningful contexts

Developmentally appropriate: takes account of learner's stage of development; builds on knowledge, interests and experiences from the home and community; integrated learning which allows for aesthetic and creative development as well as cognitive, social, physical, emotional, spiritual and moral development; range and balance of activities

4 **Monitoring and evaluation of provision**

Monitoring: continuous reflection on own practice; establish procedures; active involvement of all participants (including parents and children); clear aims and objectives of provision and philosophy (policy document); Pascal/Bertram, Laevers, Katz; managerial and organisational structures

Evaluation: evidence should include: observation of children at play, activities, use of play space and equipment and role of adults; documentation; journal/logbook of practitioner, interviews with parents, colleagues and children about experiences; learning stories; opportunities and attitudes; action plan identifying priorities, extending play, enrichment activities

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Discuss and evaluate the concept of play , and understand the influence of historical, social and cultural aspects on its development	<ul style="list-style-type: none"> • Discuss models of play and their importance in early childhood development. • Examine the role of play in an historical, social and cultural context.
2 Consider the value of play as a learning process and explain how the involvement of the adult supports development	<ul style="list-style-type: none"> • Critically examine theories of involvement and well-being and how close observation of children's schemas and dispositions can enhance play provision. • Discuss how the involvement of the adult can influence the effectiveness of play provision.
3 Observe and analyse a range of play contexts and examine how they contribute to a developmentally appropriate curriculum	<ul style="list-style-type: none"> • Examine the statutory requirements for children to identify the role of play in the curriculum. • Analyse the potential for play based development across the range of non-statutory contexts.
4 Examine how the monitoring and evaluation of provision can improve the quality of play	<ul style="list-style-type: none"> • Critically examine the role of current research into the effectiveness of play provision and monitoring. • Reflect on the ways in which monitoring and evaluation can promote development and progression of play provision.

Guidance

Delivery

Analysis of all aspects of play will enable learners to develop an understanding of the breadth and balance of the learning processes in young children and the central role of play in curriculum planning. A combination of lecture input, group work activities and learner-centred investigation, including the observation and documentation of play to understand and support children's learning, should be used. Visits, videos and outside speakers should be arranged as appropriate.

Assessment

100 per cent coursework. This unit will explore all the facets of play in depth and breadth. It will build on *Unit 4: Early Years Curriculum, Play and Learning*. Learners should look at the historical characteristics of the development of play, taking into account the social and cultural aspects underpinning and informing developmentally appropriate practice today. Learners will be expected to look at the wider issues of play provision and use the tools of observation and documentation to support their research.

Links

This unit links to *Unit 4: Early Years Curriculum, Play and Learning* and *Unit 27: Pedagogic Issues for the Early Years*.

This unit provides opportunities to cover components of the *SureStart Birth to three matters framework*:

- A Competent Learner: all components.

Resources

Learners would benefit from access to the internet. Physical resources to support the proposed qualification unit would be:

Central Library Services, journals relating to child development issues, newspapers, and government publications.

Support materials

Textbooks

Athey C — *Extending Thought in Young Children* (Paul Chapman Publishing, 1991)
ISBN 1853961825

Beardsley G — *Exploring Play in the Primary Classroom* (David Fulton, 1998)
ISBN 1853464635

Bilton H — *Outdoor Play in the Early Years* (David Fulton, 2002) ISBN 1853469521

Bishop J and Curtis M — *Play in the Primary School Playground* (Oxford University Press, 2001) ISBN 0335207154

Bruce T — *Time to Play in Early Childhood* (Hodder & Stoughton, 1991) ISBN 0340538783

Drake J — *Organising Play in the Early Years* (David Fulton, 2003) ISBN 1843120259

Drake J — *Planning Children's Play and Learning in the Foundation Stage* (David Fulton, 2001) ISBN 1853467529

Hall N and Abbott L — *Play in the Primary Curriculum* (Hodder & Stoughton, 1992) ISBN 0340538058

Lindon J — *Understanding Children's Play* (Nelson Thornes, 2001) ISBN 074873970X

Manning-Morton J and Thorpe M — *Key Times for Play: the First 3 Years* (Oxford University Press, 2003) ISBN 0335211976

Moyle J — *Just Playing?: Role and Status of Play in Early Childhood Education* (Oxford University Press, 1989) ISBN 0335095690

Moyle J. (editor) — *The Excellence of Play* (Oxford University Press, 1993) ISBN 0335190685

Nutbrown C — *Threads of Thinking* (Paul Chapman, 1999) ISBN 185396459X

Pascal C and Bertram T — *Effective Early Learning* (Hodder & Stoughton, 1997) ISBN 0340673753

Piaget J — *Play, Dreams and Imitation in Childhood* (Routledge, 1999) ISBN 0844663204

Wood E and Attfield J — *Play, Learning and the Early Childhood Curriculum* (Paul Chapman Publishing, 2004) ISBN 0761941738

Magazines and journals

Child Education

Early Years Educator

Nursery World

Unit 21: Concepts of Inclusiveness and the Early Years Environment

Learning hours: 60

BTEC Higher National H1

Description of unit

This is a specialist unit that focuses on the diverse needs of young children (0–8 years) in early years settings. Learners will explore the concept of inclusiveness and how children with special needs can be supported. The nature and effectiveness of current legislation and issues surrounding inclusive education will be explored in depth embracing the Special Educational Needs Code of Practice (2001) and the concept of the differentiated curriculum.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Analyse and evaluate the **concept of integration and inclusion** in the early years setting
- 2 Evaluate **strategies for promoting an inclusive early years environment**
- 3 Analyse the effectiveness of current **legislation and guidelines in meeting the needs of children with diverse needs** in the early years setting
- 4 Evaluate a range of **approaches and interventions that aim to meet the diverse needs** of one particular group of children with special educational needs.

Content

1 **Concept of integration and inclusion**

Concepts: definitions of integration and inclusion, historical perspectives, theoretical perspectives of inclusion, attitudes to inclusion, segregation, barriers to effective inclusion, cultural attitudes and beliefs, classification of special educational needs (Code of Practice), correct use of vocational language, consequences of labelling, promoting an inclusive approach in education, meeting the needs of early years children – supportive environment, examples of good practice, the differentiated curriculum

2 **Strategies for promoting an inclusive early years environment**

Strategies for inclusiveness: working with parents and the multi-disciplinary team, collaboration, use of individual education plans, approaches to providing additional support (e.g. one to one work, ability groups), differentiation, prevention of discrimination and access to educational equality, accessing the curriculum, home-school communication strategies, technical support

3 **Legislation and guidelines in meeting the needs of children with diverse needs**

Legislation: Code of Practice for Special Educational Needs (2001), SEN tribunal, SEN and Disability Discrimination Act 2001, Human Rights, The Children Act 1989, Education Acts 1993 and 2001, Race Equality Act 2001 Amendment, multi-disciplinary collaboration, educational settings e.g. special schools, residential facilities, respite care

4 **Approaches and interventions that aim to meet the diverse needs**

Approaches and interventions: accessing the curriculum, role of the special education needs co-ordinator (SENCO), individual education plans and target setting, monitoring progress, concept of the differentiated curriculum, assessment of special educational needs, professional roles, working with parents and the child, working with health and social services, the graduated approach (Special Educational Needs Code of Practice) and statement of special educational needs, use of technical equipment, use of information technology e.g. specialised software, home support, life skills and social inclusion, promoting independence and safety, administration of medications, policies and procedures e.g. special needs policy, restraint, behaviour management e.g. sanctions and rewards

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Analyse and evaluate the concept of integration and inclusion in the early years setting	<ul style="list-style-type: none"> • Discuss the concepts of integration and inclusion including the influences and barriers to inclusion in the early years setting.
2 Evaluate strategies for promoting an inclusive early years environment	<ul style="list-style-type: none"> • Evaluate a range of strategies for promoting inclusiveness in the classroom and within the whole-school environment and other early years settings. • Demonstrate a sound understanding of overcoming barriers and celebrating diversity, cultural considerations, equality of opportunity and anti-discriminatory practice.
3 Analyse the effectiveness of current legislation and guidelines in meeting the needs of children with diverse needs in the early years setting	<ul style="list-style-type: none"> • Evaluate a range of past and current legislation including the Code of Practice for Special Educational Needs (2001) with application to the work place setting. • Demonstrate a sound understanding of the principles of the Code of Practice 2001 and how diverse needs can be met in early years settings including national/local policies and procedures, and the role of the SEN governor.
4 Evaluate a range of approaches and interventions that aim to meet the diverse needs of one particular group of children with special educational needs	<ul style="list-style-type: none"> • Evaluate a range of approaches and interventions including the use of Individual Education Plans, target setting and review, monitoring progress, the graduated approach and the Code of Practice 2001, statement of special educational needs, achieving through the differentiated curriculum.

Guidance

Delivery

The approach to delivery is determined by the unit leader using teaching methods appropriate to the learning styles within the group to provide essential underpinning knowledge. Personal reflection and group discussion is recommended to facilitate a deeper level of learning and understanding, allowing the development of new and existing knowledge.

Assessment

100% internally assessed coursework using a combination of evidence e.g. written assignments, individual and/or group seminar presentation, case studies. Application of theory to practice is essential for the advanced practitioner, therefore learners should provide a range of evidence to demonstrate their knowledge and understanding, including the ability to analyse and evaluate research and current practice.

Links

This unit links with *Unit 1: Continuing Development*, *Unit 3: Theories of Development: Birth to Three*, *Unit 5: Theories of Development: Three Plus*, *Unit 9: Professional Practice*, *Unit 12: Contemporary Issues in Child Health* and *Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia*.

Resources

Learners would benefit from access to the internet. Physical resources to support the proposed qualification unit would be:

Central Library Services, journals relating to child development issues, newspapers, and government publications.

Support materials

Textbooks

Frith U — *Autism: Explaining the Enigma* (Blackwell Publishing, 2003)
ISBN 0631229019

Kershner R and Chaplain R — *Understanding Special Educational Needs: A Teachers Guide to Effective School-based Research* (David Fulton, 2001) ISBN 1853467189

Martin D and Miller C — *Speech and Language Difficulties in the Classroom, 2nd Edition* (David Fulton, 2002) ISBN 1853468452

Mortimer H — *Special Needs and Early Years Provision* (Continuum International Publishing Group, 2001) ISBN 0826454550

Quinn B and Malone A — *Pervasive Developmental Disorder: An Altered Perspective* (Jessica Kingsley Publishers, 2000) ISBN 1953028762

Riddall-Leech S — *Managing Children's Behaviour* (Heinemann, 2003) ISBN 043544432X

Roffey S — *Special Needs in the Early Year: Collaboration, Communication and Co-ordination* (David Fulton, 2001) ISBN 1853467596

Tassoni P — *Supporting Special Needs: Understanding Inclusion in the Early Years* (Heinemann, 2003) ISBN 0435401629

Other publications

Department for Education and Employment — *Supporting the Target Setting Process* (DfEE, 2001)

Department for Education and Skills — *Every Child Matters* (DfES, 2003)

Department of Education and Skills — *Special Educational Needs Code of Practice* (DfES, 2001)

Magazines and journals

British Journal of Learning Support

British Journal of Special Education

Child Care and Early Years

Child Education

Children Now

Early Childhood Education Journal

Early Years: An International Journal of Research and Development

Including Special Children

International Journal of Early Childhood

Special

Content

1 **Main causes**

Causes: congenital and acquired loss; conductive and sensori-neural hearing loss; genetic causes and related health conditions; audiological assessment methods and the classification of hearing loss; measurement of visual acuity; definition of blindness and low vision

2 **The effects of hearing and sight loss**

Effects: the acquisition of speech by the ordinary child; language delay in the hearing impaired child; the role of the parent in the acquisition of speech; the effects of the absence of eye-contact for the visually impaired infant; the effects of reduced visual stimuli for the visually impaired child; the effects of reduced of verbal stimuli for the hearing impaired infant; the use of sign language in the development of early communication

3 **Social and emotional development**

Development: emotional and social development of the ordinary child; the isolating effects of hearing and sight loss, and the resultant delay in emotional and social development; social inclusion and the sensory impaired child

4 **Technological equipment**

Technology: use of hearing aids, cochlear implants, radio aids by hearing impaired children; the use of mobility aids, Braille, magnification, audio and tactile equipment by visually impaired children; computer software; environmental adaptations

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Examine the main causes of hearing and sight loss in young children, including the procedures for assessing and classifying such loss	<ul style="list-style-type: none"> • Describe the main causes of congenital and acquired hearing and sight loss. • Describe the procedures for assessment of hearing and sight in young children. • Explain the definition of low vision and blindness. • Explain the classifications of hearing impairment e.g. mild/moderately deaf, severely deaf and profoundly deaf.
2 Analyse the effects of hearing and sight loss on the development of speech, language and communication	<ul style="list-style-type: none"> • Describe the process by which speech and language is acquired by the ordinary child. • Investigate the likely effects of hearing and sight loss on this process. • Explain how parents and carers might help to promote the development of speech and language in the child with a sensory impairment.
3 Describe how a child's social and emotional development might be affected by having a hearing or visual impairment, and consider the implications for the child's immediate family	<ul style="list-style-type: none"> • Examine the ways in which sensory impairment results in social isolation. • Describe how a parent or carer might help to promote the social inclusion of a child with a sensory impairment within a family or playgroup environment.
4 Investigate the use of technological equipment by children with a sensory impairment to minimise the barriers presented by their disability	<ul style="list-style-type: none"> • Compare a range of various hearing devices used by a hearing impaired child. • Describe the use of tactile toys, learning equipment and resources for children with a visual impairment. • Explore the use of computer software to develop skills and provide access to learning. • Investigate how a nursery or classroom environment might be modified to make it more accessible for sensory impaired children.

Guidance

Delivery

Delivery of this unit will include formal lectures to provide background knowledge and theory. It should also include group discussion of relevant issues regarding the understanding of hearing and sight loss. Visiting speakers could include health visitors; qualified teachers of the deaf, qualified teachers of the visually impaired, audiologists and RNIB Family Advisors. Practical demonstration of technological aids and equipment used by children with a sensory impairment should also be included.

Assessment

Evidence for this unit will be in the form of written assignments. Learners will be required to demonstrate their awareness of early child development, and apply their understanding of the implications of sensory loss accordingly. They will also be required to demonstrate an understanding of current practices and procedures in the fields of health, care and education regarding children with a sensory impairment.

Links

This unit links with *Unit 4: Early Years Curriculum, Play and Learning*, *Unit 7: Understanding Children's Behaviour*, *Unit 9: Professional Practice* and *Unit 21: Concepts of Inclusiveness and the Early Environment*.

Resources

Learners would benefit from access to the internet. Physical resources to support the proposed qualification unit would be:

Central Library Services, journals relating to child development issues, newspapers, and government publications.

Support materials

Textbooks

Adams J W — *You and Your Deaf Child: A Self-help Guide for Parents of Deaf and Hard of Hearing Children* (Gallaudet University Press, 1997) ISBN 1563680602

Densham J — *Deafness, Children and the Family: A Guide to Professional Practice* (Arena, 1995) ISBN 185742221X

Ellis A and Frakenberg A — *Paving the Way: a Guide for Mainstream Nursery and Playgroup Leaders Caring for Visually Impaired Children* (RNIB, 1996) ISBN 1858780853

Fielder A, Best A and Bax M (Editors) — *The Management of Visual Impairment in Childhood* (Cambridge University Press, 1993) ISBN 0521451507

Harrison F and Crow M — *Living and Learning with Blind Children: A Guide for Parents and Teachers of Visually Impaired Children* (University of Toronto Press, 1993) ISBN 0802077005

Luterman D and Ross M — *When Your Child is Deaf: A Guide for Parents* (York Press, 2002) ISBN 0912752661

Mason H — *Visual Impairment: Access to Education for Children and Young People* (David Fulton Publishers, 1997) ISBN 1853464120

Stokes J (Editor) — *Hearing Impaired Infants — Support in the First Eighteen Months* (Whurr Publishers Limited, 1999) ISBN 1861561067

Wood et al — *Teaching and Talking with Deaf Children* (John Wiley & Sons Limited, 1991) ISBN 0471933279

Warren D — *Blindness and Early Childhood Development* (American Foundation for the Blind, 1983) ISBN 0891281231

Other publications

Quality Standards in the Early Years: guidelines on working with deaf children under two years old and their families (National Deaf Children's Society, 2002) ISBN 0904691586

Government reports and codes of practice.

Video/DVD

A Vision Shared — RNIB 54/ED184 ISBN 18587823

A Child First — Link Work Project (www.forestbooks.com)

Best of Both Worlds — BBC publications (www.forestbooks.com)

My Baby is Blind — RNIB 16.1/ED010 ISBN 1858780136

Sound Futures: an Exploration of the Natural Aural Approach — DELTA PO Box 20, Haverhill, Suffolk CB9 7BD

Audio cassette

Now Hear This — a demonstration of the effects of varying types and degrees of hearing loss (www.forestbooks.com)

Websites

www.forestbooks.com

Forest Books resource site

Unit 23: Managing the Early Years Curriculum

Learning hours: 60

BTEC Higher National H2

Description of unit

This unit is concerned with the many aspects of managing the curriculum, keeping the focus on learning and teaching. It looks at the practical issues within a context of an understanding and analysis of key educational values and principles. The unit looks at theories and models of curricula and examines how these are applied through planning, monitoring and evaluating. Managerial roles, including those that are leading the curriculum and special needs areas are explored. It looks at issues of effectively managing resources for the curriculum through the environment, staff and finances.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Analyse the **nature and purpose of curriculum** referring to models of learning and teaching
- 2 Explore the **strategic and operational management** of the curriculum
- 3 Analyse the **roles and responsibilities** of those involved in curriculum design and implementation
- 4 Evaluate the **management of resources** to provide an effective learning environment.

Content

1 Nature and purpose of curriculum

Theories and frameworks: nature and purpose of a curriculum; theoretical perspectives and philosophical framework underpinning construction of a curriculum; importance of play; interaction between the development of a curriculum and the nature of teaching and learning; paradigms of learning

Contemporary models: pedagogical models of learning and teaching; dispositions to learn; learning styles; government legislation; application of principles of children's entitlement; constructivist view of learning

Holistic approach: values, vision, beliefs, structure, strategy, organisation, definitions; subject-centred, partnership approach; democracy; negotiation

2 Strategic and operational management

Importance of observation, planning, implementation and assessment of learning opportunities; continuity; holistic approach; inclusivity and meeting individual needs; assessment and evaluation; formative and summative monitoring; community of enquiry; effectiveness; deployment of staff; documentation; accountability; groupings of children

3 Roles and responsibilities

Roles and responsibilities; qualifications; developing an appropriate culture; planning and monitoring; effective management styles; leadership; openness; empowerment; relationships; mentoring; communication; teachers as researchers; 'critical friends'; professional development; parental and community involvement and support; government legislation and initiatives; teamwork; communication with parents, governors and other schools

4 Management of resources

Assessment of individual needs; consultation; observation; deployment of resource staff; staff appraisal system; parental partnership; budgeting; accountability; time management; resource management; motivation; managing innovation and change; coherent resourcing policy

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Analyse the nature and purpose of curriculum referring to models of learning and teaching	<ul style="list-style-type: none"> • Describe the theories and frameworks that contribute to the development of curricula. • Describe contemporary and holistic models of learning and teaching. • Analyse the interaction between curriculum development and models of learning and teaching.
2 Explore the strategic and operational management of the curriculum	<ul style="list-style-type: none"> • Describe how one aspect of a curriculum is implemented in the classroom. • Describe how the chosen aspect integrates into the whole curriculum. • Evaluate the operational effectiveness of this aspect of the curriculum.
3 Analyse the roles and responsibilities of those involved in curriculum design and implementation	<ul style="list-style-type: none"> • Describe the roles of people involved in curriculum design and implementation. • Describe the influence of management in creating a positive work environment. • Evaluate the importance of the work environment in effective implementation and delivery.
4 Evaluate the management of resources to provide an effective learning environment	<ul style="list-style-type: none"> • Describe the needs of children and adults in relation to the nature and quality of the physical environment indoors and outdoors. • Analyse the importance of effective human resource management on curriculum design and implementation. • Analyse the importance of sound financial resource management on curriculum design and implementation.

Guidance

Delivery

This unit builds on learners' previous work on all aspects of the curriculum, and learners will be encouraged to demonstrate a depth of understanding of how theory and practice are linked in their setting. Learners are encouraged to reflect on their professional practice. A combination of lecture input, group work activities, learner-centred investigation including the implementation of activities to support children's learning. Visits to a range of settings, videos and outside speakers to be arranged as appropriate. This unit should be delivered after *Unit 9: Professional Practice* for those learners who don't possess a level 3 childcare qualification.

Assessment

Learners are encouraged to develop their skills of observation and implementation in their own work setting, and where appropriate to use case studies and exemplar material. Assessment evidence (particularly for outcome 2) should be based upon actual practice in working with other members of an early years' team, children and their families

Links

This unit links with *Unit 27: Pedagogic Issues for the Early Years* and *Unit 4: Early Years Curriculum, Play and Learning*.

Resources

Sufficient library resources should be available to enable learners to achieve this unit. Access to professional journals and magazines and other related publications will also be helpful.

Support materials

Textbooks

Texts that are particularly relevant are:

Alfrey C (editor) — *Understanding Children's Learning: a Text for Teaching Assistants* (David Fulton, 2003) ISBN 1843120690

Bruce T — *Early Childhood Education* (Hodder & Stoughton Thornes, 1997) ISBN 0340701757

Burden R and Williams M — *Thinking Through the Curriculum* (Routledge, 1998) ISBN 0415172020

Cooper C and Sixsmith C — *Teaching Across the Early Years 3–8: Curriculum Coherence and Continuity* (RoutledgeFalmer, 2003) ISBN 0415254736

David T (editor) — *Young Children Learning* (Paul Chapman, 1999)
ISBN 1853963976

David T (editor) — *Teaching Young Children* (Paul Chapman, 1999)
ISBN 1853963968

Kelly A — *The Curriculum: Theory and Practice* (Paul Chapman, 1999)
ISBN 1853963844

Middlewood D and Burton N (editors) — *Managing the Curriculum* (Paul Chapman,
2001) ISBN 0761970320

Moyles J and Robinson G (editors) — *Beginning Teaching, Beginning Learning in
Primary Education* (Oxford University Press, 2002) ISBN 03355211291

Neum S and Tallack J — *Good Practice in Implementing the Pre-school Curriculum*
(Stanley Thornes, 2000) ISBN 0748755535

Rodger R — *Planning an Appropriate Curriculum for the Under Fives* (David Fulton,
2003) ISBN 1853469122

Siraj-Blatchford I (editor) — *A Curriculum Development Handbook for Early
Childhood Educators* (Trentham, 2002) ISBN 1858561000

Whitebread D (editor) — *Teaching and Learning in the Early Years*
(RoutledgeFalmer, 2002) ISBN 0415280486

Wood D — *How Children Think and Learn* (Blackwell, 1997) ISBN 063120007X

Wood E and Attfield J — *Play Learning and the Early Childhood Curriculum* (Paul
Chapman, 1996) ISBN 18596252X

Magazines and journals

Child Education

Early Years Educator

Other publications

Excellence and enjoyment

Foundation Stage Profile

QCA/DfES (2000) Curriculum Guidance for the Foundation Stage

QCA/DfES (1999) The National Curriculum

Websites

www.early-education.org.uk

The British Association for Early Childhood
Education

[www.education.gov.uk/aboutdfe/
armslengthbodies/90000461/qcda](http://www.education.gov.uk/aboutdfe/
armslengthbodies/90000461/qcda)

The Qualifications and Curriculum Authority

Unit 24: Safety and Risk Management in Early Years Care and Education

Learning hours: 60

BTEC Higher National H1

Description of unit

This unit explores broad generic concepts of safety and risk assessment and then applies these to the provision of early years care and education. The unit considers the regulatory framework of health and safety and explores current issues. Risk management strategies and implementation are a key focus.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Explore the **concepts and regulatory framework** within which safety and risk management are operated
- 2 Identify **risk management strategies**
- 3 Evaluate the **implementation of strategies** designed to manage risk
- 4 Explore **current issues** in health and safety at work.

Content

1 Concepts and regulatory framework

Legislation: Health and Safety Act 1974, HSC/HSE regulations, relevant legislation that incorporates health and safety e.g. Children Act 1989, National Care Standards for Under Eight's Day Care and Childminding

Definitions of risks and hazards: hazards have the potential to cause harm to someone in some way; risks: measurements of how likely hazards are to cause harm, risk indicators, social amplification of risk, risk as applied to both early years staff, children and families

Risk assessment: multi dimensional risk assessment, determining acceptable levels of risk, stages of risk assessment, application of risk assessment to early years care and education situations, how judgements are made

Aspects of risk in early years provision: identifying current concerns at national and local level, environmental, physical, behavioural, lifestyle, health surveillance systems, preventative health, identification of 'at risk' situations, child protection, ethical dilemmas

2 Risk management strategies

Risk management: incorporating risk management into service planning, ongoing monitoring and evaluation of risk, inter-agency collaboration, 'quality protects' initiative, therapeutic interventions, inspection and registration requirements, using quality targets, measuring against best practice, Criminal Records Bureau — recruitment and selection of staff

Educating staff and children: mechanisms to ensure health and safety messages are incorporated into everyday activities and teaching programmes, supervision of children within the settings, on outings and when leaving, balancing risks to children against need to promote confidence and ability to take risks

Accidents and emergencies: policies and procedures e.g. for infectious and notifiable diseases, accidents, emergencies, child protection, food handling, managing behaviour, record keeping

3 Implementation of strategies

Risk: risk assessments, responses both at individual setting and national level to issues of identified risk, government levers and drivers e.g. police checks, inspection and registration

Setting responses: ongoing monitoring and evaluation of risk management strategies within setting, policies and procedures within settings, inspection results

4 **Current issues**

Promoting better working environment: contribution of healthier and safe environments to productivity and competitiveness, inclusion of SMEs, working time directives, European influences

Legal issues and procedures: Public Interest Disclosure Act 1998, involvement of key stakeholders as partners in policy, culture of self regulation, motivating employers using compensation, benefits and insurance systems, moves towards greater sentencing powers, charters and target setting

Disseminating and extending health and safety messages: through occupational health strategies, embedding issues in education and training from school through to business and professional education, government departments demonstrating best practice, increasing role of HSC

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Explore the concepts and regulatory framework within which safety and risk management are operated	<ul style="list-style-type: none"> • Accurately define concepts, perspectives and terminology used in safety and risk assessment. • Identify laws and regulations affecting health and safety and risk management in the workplace. • Analyse how concepts of multi-dimensional risk assessment are applied within early years care and education.
2 Evaluate the implementation of strategies designed to manage risk	<ul style="list-style-type: none"> • Determine definitions of acceptable risk in early years settings. • Identify current and emerging systems to manage risk at national and local setting level. • Analyse risk management strategies used within early years settings.
3 Evaluate the implementation of strategies designed to manage risk	<ul style="list-style-type: none"> • Assess effectiveness of policies, practices and procedures designed to manage risk at both setting and national level. • Undertake and evaluate a risk assessment. • Acknowledge limitations and boundaries.
4 Explore current issues in health and safety at work	<ul style="list-style-type: none"> • Explore pressures on employers to provide better working environments. • Evaluate methods of disseminating information on best practice in health and safety at work.

Guidance

Delivery

Tutors will require a sound knowledge of generic safety and risk assessment issues and their application to early years settings. Some of the unit will require structured input. Sensitivity is needed where learners are considering health and safety issues within their own workplace or placement as their findings could have commercial and ethical implications. Input from specialists in health and safety would be especially relevant to cover current issues in health and safety at work.

Learners will require individual tutorial support as they work on projects specific to their work settings.

Assessment

Assessment of this unit may be in several parts but could ideally form part of an overarching project on health and safety within early years practice. Part of the assessment is likely to concentrate on generic issues concerning health, safety and risk assessment including legislation and new guidance from government agencies as it affects the workplace. Other parts would benefit from the integration of theory and practice including a detailed analysis of risk management strategies in the early years setting and the undertaking of a risk assessment by the learner.

Links

This unit links with *Unit 9: Professional Practice*, *Unit 16: Working with Families* and *Unit 28: Project Management for Early Years Practitioners*.

Resources

Learners will require access to relevant websites and to documents from such organisations as the HSE (www.open.gov.uk/hse) or commercial specialists in risk assessment.

Learners will also require access to a range of journals and publications that from time to time cover health, safety and risk assessment across early years and related sectors, including *Community Care*, *Health Visitor* and Early Years Development and Childcare Partnerships Guidance.

Support materials

Textbooks

Aleszweski A, Harrison L and Manthorpe J (editors) — *Risk, Health and Welfare: Policies, Strategies and Practice* (Open University Press, 1998) ISBN 1853464120

Boas Hall M — *Risk: Analysis, Perception and Management* (The Royal Society, 1992) ISBN 0854034676

Mandelstam M et al — *Community Care Practice and the Law* (Jessica Kingsley Publishing, 1999) ISBN 1853026476

Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia

Learning hours: 60

BTEC Higher National H1

Description of unit

Learners will explore the causes and characteristics of the specific learning difficulties and the subsequent impact on children's development and learning, focusing on dyslexia and dyspraxia. Learners will analyse a range of support strategies to assist children in the early years setting demonstrating the knowledge and understanding required of the advanced practitioner.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Evaluate and examine the **theories of specific learning difficulties** focusing on dyslexia and dyspraxia
- 2 Analyse a range of **characteristics evident in children with dyslexia and dyspraxia** and discuss the impact on development and learning
- 3 Evaluate a range of **assessment techniques for dyslexia and dyspraxia**
- 4 Evaluate a range of **strategies to support inclusive learning** in the early years setting.

Content

1 Theories of specific learning difficulties

Causes: environmental, genetic

Theories and approaches: theoretical perspectives on the development of speech, hearing and vision; intelligence; strategies for learning; individual education plans, multi-sensory approaches, visual cues and reminders, behaviour management, self-esteem activities, differentiation, use of coloured overlays and paper, celebration of achievements, monitoring and reviewing progress

Inclusive education: segregation, inclusivity, barriers to inclusivity

2 Characteristics evident in children with dyslexia and dyspraxia

Characteristics: e.g. organisational skills, dexterity, fatigue, task-avoidance, associated hearing impairment, frustration, low self-esteem, unwanted behaviours, effects on spoken language, Meres-Irlan Syndrome, associations with Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder

Learning difficulties: writing skills, spelling, reading, impact on reading and spelling ages, copying, processing of information, short-term memory and storage of information, dyscalculia

3 Assessment techniques for dyslexia and dyspraxia

Screening and assessment techniques: dyslexia and dyspraxia screening tests, assessment by the educational psychologist and/or SENCO, difficulties and barriers to diagnosis and assessment

4 Strategies to support inclusive learning

Strategies: multi-sensory approaches to learning, use of coloured overlays and coloured paper, development of visual memory, use of visual cues and reminders, differentiation and facilitation of achievements, activities to boost self-esteem, approaches to develop organisational skills, use of brain gym to develop concentration and dexterity, supporting fatigue, use of individual education plans and the Code of Practice for Special Educational Needs (2001)

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Evaluate and examine the theories of specific learning difficulties focusing on dyslexia and dyspraxia	<ul style="list-style-type: none"> • Discuss specific learning difficulties and the importance of early identification. • Analyse the major theories of specific learning difficulties in terms of impact on development and learning, and development of coping strategies. • Evaluate the concept of inclusive education.
2 Analyse a range of characteristics evident in children with dyslexia and dyspraxia and discuss the impact on development and learning	<ul style="list-style-type: none"> • Discuss the range of characteristics and learning difficulties that may be evident in children with dyslexia and dyspraxia. • Analyse the effect of the learning difficulties on development and learning. • Analyse the effect of the characteristics on behaviour, self-esteem and confidence.
3 Evaluate a range of assessment techniques for dyslexia and dyspraxia	<ul style="list-style-type: none"> • Evaluate a range of dyslexia and dyspraxia screening and assessment techniques used for the early years. • Discuss barriers to both effective assessment and implementation of additional support.
4 Evaluate a range of strategies to support inclusive learning in the early years setting	<ul style="list-style-type: none"> • Evaluate a range of inclusive strategies used to support children with dyslexia and dyspraxia. • Evaluate the process of gaining a statement of special educational needs (Code of Practice for Special Educational Needs 2001).

Guidance

Delivery

The approach to delivery is determined by the unit leader using teaching methods appropriate to the learning styles within the group. Personal reflection and group discussion are recommended to facilitate a deeper level of learning and understanding, allowing the development of new and existing knowledge. Learners would benefit from observing children with dyslexia and/or dyspraxia in the work-placement area or a video to assist the generation of evidence that demonstrates application of theory to practice and the ability to translate assessment recommendations into appropriate support strategies and activities.

Assessment

100 per cent coursework. Evidence for this unit is likely to be a combination of written assignments and a case study undertaken within a working/studying environment. The emphasis should be on an understanding of the needs of an individual and an awareness of research within this field.

Links

This unit links with *Unit 21: Concepts of Inclusiveness and the Early Years Environment*.

Resources

Diagnostic assessments and technological aids and equipment should be made available for practical purposes.

Support materials

Textbooks

Cooke A — *Tackling Dyslexia the Bangor Way* (Whurr, 1993) ISBN 1870332148

Hornsby B and Shear F — *Alpha to Omega: A to Z of Teaching Reading, Writing and Spelling* (Heinemann, 1999) ISBN 0435104233

Hornsby B — *Overcoming Dyslexia: A Straightforward Guide for Families and Teachers* (Vermilion, 1996) ISBN 0091813204

Miles T R — *Dyslexia: The Pattern of Difficulties* (Whurr, 1993) ISBN 1870332393

Miles T R and Miles E — *Dyslexia: a Hundred Years On* (OUP, 1999)
ISBN 0335200346

Miles E — *The Bangor Dyslexia Teaching System* (Whurr, 1997) ISBN 1861560559

Neanon C — *How to Identify and Support Children with Dyslexia* (LDA, 2002)
ISBN 1855033569

Ott P and Stewart J — *How to Detect and Manage Dyslexia* (Heinemann, 1997)
ISBN 0435104195

Reid G — *Dyslexia and Literacy: Theory and Practice* (John Wiley & Sons, 2002)
ISBN 047186345

Reid G — *Dyslexia: A Handbook for Study and Practice* (John Wiley & Sons, 1997)
ISBN 0471973912

Snowling M — *Dyslexia* (Blackwell Publishers, 2000) ISBN 0631205748

Temple R — *Dyslexia: Practical and Easy-to-follow Advice (Your Child)* (Vega Books,
2002) ISBN 1843330466

Thomson M E — *Developmental Dyslexia* (Whurr, 1989) ISBN 1870332709

Unit 26: Environmental Issues for the Early Years

Learning hours: 60

BTEC Higher National H1

Description of unit

This unit is designed to enable learners to understand, investigate and synthesise the importance of current environmental issues and their local, national and global consequences. Learners are required to develop methods of promoting knowledge and understanding of the world and social responsibility in children by integrating environmental issues into the curriculum.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Compare and contrast **current environmental issues**
- 2 Analyse the **consequences** of a range of environmental issues
- 3 Evaluate the role of global and national initiatives in finding **solutions to** environmental issues
- 4 Develop a **curriculum** plan for young children with a commitment to respecting and understanding environmental issues.

Content

1 Current environmental issues

Historical perspectives: use of finite resources, atmosphere e.g. air quality, climate changes, greenhouse effect, disturbance; biosphere e.g. tropical rainforests, coral reefs, desertification, deforestation, afforestation

Pollution: e.g. fresh water, ground and surface water, eutrophication, spread of disease, sea water, disturbing ocean and coastal habitats, food chains, rising sea levels, fishing methods, destructive practices

Waste management: e.g. water and land systems, drought, desalination; agricultural practices, monocultures, cash crops, biodiversity, pesticides etc; transport; urbanisation and increasing population; natural and man-made disasters

2 Consequences

Causes and effects of pollution: impact of social and economic activity

Changes to: the atmosphere e.g. acid rain, global warming, depletion of the ozone layer, UV radiation, CFCs

Biosphere: water and land, soil erosion, flooding, fragile ecosystems, loss of habitat

Waste management: e.g. toxicity, hazardous waste; impact of natural disasters and human behaviour

3 Solutions

Legislation: Environment Act 1995, and other relevant legislation e.g. Environmental Protection Act 1990, Water Act 1989, Water Resources Act 1991, Clean Air Act 1993

National and international conventions: e.g. Agenda 21, Kyoto summit, European directives and incentives, commission on sustainable developments; non governmental organisations, e.g. Greenpeace, WWF, WHO

Conservation: harnessing energy, renewable energy, recycling, sustainable farming and development, protectionism, environmentally sound management and future developments

Vaccination and immunisation

Government policy: e.g. brown field and green field sites, demographic dynamics

Education: promoting education e.g. raising public awareness and training

4 Curriculum

Curriculum: promoting knowledge and understanding of the world through practical, experiential, interactive learning

Effective use of the outdoor environment: e.g. weather, flora and fauna, water play and mapping

Indoor environment: to extend the outdoor activities; resources e.g. natural objects, artefacts, books, visits, interviews, investigation, use of ICT

Equality of access: e.g. cultural diversity, special educational needs, anti-discriminatory practice

Role of parents and carers: e.g. learning from the breadth of parents'/carers' knowledge, experience and perceptions

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Compare and contrast current environmental issues	<ul style="list-style-type: none"> • Explore the cause and effects of one environmental issue. • Compare and contrast the chosen environmental issue in two countries. • Discuss strategies for using the curriculum to raise children’s knowledge and understanding of environmental issues.
2 Analyse the consequences of a range of environmental issues	<ul style="list-style-type: none"> • Outline the risks and hazards associated with three environmental issues. • Present information on the effects of radiation in a format appropriate to the curriculum. • Critically evaluate the impact of a disaster on the environment.
3 Evaluate the role of global and national initiatives in finding solutions to environmental issues	<ul style="list-style-type: none"> • Analyse the impact of NGOs on influencing current legislation. • Evaluate the effectiveness of global initiatives in sustaining the environment. • Present a project for use within the education setting which promotes a commitment to conserving the environment.
4 Develop a curriculum plan for young children with a commitment to respecting and understanding environmental issues	<ul style="list-style-type: none"> • Present a curriculum plan which: <ol style="list-style-type: none"> a promotes children’s knowledge and understanding of environmental issues b identifies specific learning opportunities c promotes citizenship and social responsibility d includes ‘hands on’ learning opportunities which encourage children to care for and enjoy their environment e encourages home and/or community participation.

Guidance

Delivery

Good practice in planning a broad and balanced curriculum focuses on areas of learning rather than discrete subjects. A child's personal, social and emotional development and well-being should inform and underpin all curriculum planning. The teaching and learning styles will include critical research skills, report skills, discussions, group work, presentations, videos, guest speakers and field trips. This unit should be delivered by someone with an appropriate qualification in environmental studies and reflect the appropriate curriculum for each learner, e.g. Foundation Stage or National Curriculum.

Assessment

Assessment evidence requires learners to compile reports relating to their chosen environmental issues. Learners should demonstrate an ability to provide clear, factually correct explanations of environmental issues to young children.

Learners need a working knowledge of national and international legislation and an in-depth understanding of the relevant curriculum.

Learners should demonstrate an awareness of the need for children to investigate, be interested in and be curious about their world. Learners must provide an integrated curriculum that includes practical work and investigation that will facilitate children's sense of their world.

Links

This unit links with *Unit 4: Early Years Curriculum, Play and Learning*, *Unit 13: Promoting Language Development*, *Unit 15: Promoting Knowledge and Understanding of the World*, *Unit 14: Promoting Numeracy Skills* and *Unit 20: Developing Play in the Early Years*.

Resources

Learners would benefit from access to the internet. Physical resources to support the proposed qualification unit would be:

- Central Library Services, journals relating to environmental issues, newspapers, and government publications — White papers.

Support materials

Textbooks

Byrne K — *Bath Advanced Science: Environmental Science, 2nd Edition* (Nelson Thornes, 2001) ISBN 0174483058

Lomborg B — *The Skeptical Environmentalist: Measuring the Real State of the World* (Cambridge University Press, 2001) ISBN 0521010683

Mayhew S — *Oxford Dictionary of Geography, 2nd Edition* (Oxford Paperbacks, 1997) ISBN 0192800345

Rackman O — *The Illustrated History of the Countryside* (Weidenfield & Nicolson, 2003) ISBN 0297843354

Skinner M, Redfern D and Farmer G — *Complete A-Z Geography Handbook, 3rd Edition* (Hodder & Stoughton, 2003) ISBN 0340872748

Smithson P, Addison K and Atkinson K — *Fundamentals of the Physical Environment* (London Routledge, 2002) ISBN 0415232945

Warn S and Naish M — *Changing Environments: AS Level Geography for Edexcel B* (Longman, 2000) ISBN 0582429811

Waugh D — *Geography: An Integrated Approach, 3rd Edition* (Nelson Thornes, 2000) ISBN 017444706X

Unit 27: **Pedagogic Issues for the Early Years**

Learning hours: 60

BTEC Higher National H2

Description of unit

This unit builds on the learner's understanding of child development, focusing on theories of learning and human development and relating this knowledge to the role of the adult as a facilitator of learning. It enables the learner to develop an analytical and evaluative approach to teaching and learning as a co-operative process. The relationship of theory and practice is analysed and the problematic nature of the study of education examined. The basic principles of pedagogy are exemplified with reference to the National Curriculum core subjects. Multi-cultural education and special educational needs are integral themes.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Identify **major theories of learning, teaching and development** of children and discuss the relationship and relevance of these theories to practice
- 2 Organise children's **learning through play**, through planning and implementation of activities and small group learning situations
- 3 Discuss a variety of approaches to **observation, assessment, evaluation and recording** of children's learning.

Content

1 Major theories of learning, teaching and development

Major theories of learning: behaviourist, cognitive, humanistic, developmental; psycho-dynamic, psycho-social, Piaget, Bruner, Vygotsky, Erikson, Donaldson, Chomsky, Athey, social and cultural factors influencing the learning process

Approaches to teaching and development: content, knowledge, skills, curriculum, citizenship, values, thinking skills, stages in physical, social, emotional, intellectual development, cognitive and operant conditioning, social learning and behaviourism and their relevance to children's learning. The child as active learner and meaning-maker, child as co-constructor of meaning, learning styles, collaborative work, identity, autonomy, independence, active learning, intrinsic motivation, child-initiated, self-directed activities, communication

Effective and competent teaching: reflective practitioners, educator's role, classroom organisation, curriculum management, education as a force of social change, emotional security, meaningful contexts, brain development, ideologies, praxis

2 Learning through play

Strategies: to promote individual and group learning; maintenance of discipline, use of voice and body language, planning and fallback strategies, initiation and conclusion of activities, variety of planning formats, activity and lesson planning; extension and progression, continuity, identification of intended learning outcomes, resources, timing, pacing and reinforcement of learning, learning styles and dispositions, schemas, empowerment, equality of opportunity, challenge, problem-solving, possibility thinking

3 Observation, assessment, evaluation and recording

Observation and recording: of achievement; forms of assessment, ethnographic, case study, timed observation, event sampling, recording behaviour, ethnology, various forms of evidence; use of photographs, video, sound recording, listening to children, discourse, learning stories, children's dispositions, schematic behaviour

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Identify major theories of learning, teaching and development of children and discuss the relationship and relevance of these theories to practice	<ul style="list-style-type: none"> • Discuss the relationship and relevance of theories of learning, teaching and development. • Examine the impact of different pedagogies on early years settings. • Analyse current research into how children learn.
2 Organise children's learning through play , through planning and implementation of activities and small group learning situations	<ul style="list-style-type: none"> • Recognise the purpose of planning appropriate activities for individual and group learning. • Organise children's learning through play.
3 Discuss a variety of approaches to observation, assessment, evaluation and recording of children's learning	<ul style="list-style-type: none"> • Explore a variety of approaches to observation and recording of children's learning. • Analyse the relationship between observation and assessment of children's learning.

Guidance

Delivery

This unit builds on learners' previous work on all aspects of the curriculum and play, and learners will be encouraged to demonstrate a depth of understanding of how theory and practice are linked in their settings. Learners are encouraged to reflect on their professional practice. There should be a combination of lecture input, group work activities and learner-centred investigation including the implementation of activities to support children's learning. Visits to a range of settings, videos, and outside speakers should be arranged as appropriate.

Assessment

100 per cent coursework. Learners will be expected to demonstrate critical analysis of all aspects of how children learn and how educators teach, and the impact of particular pedagogies on learning. This unit will have a theoretical and a practical focus, with learners demonstrating a breadth of research as well as planning, implementing and assessing activities through observation to support their practice.

Links

This unit links with *Unit 4: Early Years Curriculum, Play and Learning*, *Unit 13: Promoting Language Development*, *Unit 14: Promoting Numeracy Skills*, *Unit 15: Promoting Knowledge and Understanding of the World* and *Unit 20: Developing Play in the Early Years*.

This unit provides opportunities to cover components of the SureStart Birth to three matters framework:

- A Healthy Child: partial coverage of all components.

Resources

Learners would benefit from access to the internet. Physical resources to support the proposed qualification unit would be:

- Central Library Services, journals relating to environmental issues, newspapers, and government publications — White Papers.

Support materials

Textbooks

Athey C — *Extending Thought in Young Children* (Paul Chapman Publishing, 1991) ISBN 1853961825

Collins J, Insley K and Soler J (editors) — *Developing Pedagogy: Researching Practice* (PCP, 2001) ISBN 0761969349

Donaldson M — *Children's Minds* (HarperCollins, 1986) ISBN 0006861229

Drummond M, Rouse D and Pugh G — *Making Assessment Work* (National Child's Bureau, 1993) ISBN 1874579067

Goleman D — *Emotional Intelligence* (Bloomsbury, 1996) ISBN 0747528306

Jarvis M and Chandler E — *Angles on Child Psychology* (Nelson Thornes, 2001) ISBN 0748759751

Lee V and Das Gupta P — *Children's Cognitive and Language Development* (Blackwell Publishers, 1995) ISBN 0631194282

MacNaughton G — *Shaping Early Childhood*. (Oxford University Press, 2004) ISBN 0335211062

MacNaughton G and Williams G — *Techniques for Teaching Young Children: Choices in Theory and Practice* (Oxford University Press, 1998) ISBN 0733900763

Mortimer H — *Special Needs and Early Years Provision* (Continuum, 2001) ISBN 0826454550

Moyle J and Robinson G (editors) — *Beginning Teaching: Beginning Learning* (Oxford University Press, 2002) ISBN 03335211291

Moyle J — *Just Playing?: Role and Status of Play in Early Childhood Education* (Oxford University Press, 1989) ISBN 0335095690

Nutbrown C — *Threads of Thinking* (Paul Chapman Publishers, 1999) ISBN 185396459X

Penn H (editor) — *Early Childhood Services: Theory, Policy and Practice* (Oxford University Press, 1999) ISBN 0335203299

Sutherland P — *Cognitive Development Today: Piaget and His Critics* (Paul Chapman Publishing, 1992) ISBN 1853961337

Vygotsky L — *Language and Thought* (MIT, 1986) ISBN 0262220296

Whitebread D — *Teaching and Learning in the Early Years* (RoutledgeFalmer, 2003) ISBN 0415280486

Whitehead M — *Language and Literacy Development in the Early Years* (Open University Press, 1999) ISBN 0415280486

Wood D — *How Children Think and Learn* (Blackwell Publishers, 1998) ISBN 0631161384

Magazines and journals

Child Education

Early Years Educator

Five to Eleven

Triangle publications (online)

Other publications

Curriculum Guidance for the Foundation Stage — QCA

Foundation Stage Profile — QCA

The National Curriculum — QCA

Unit 28: Project Management for Early Years Practitioners

Learning hours: 60
BTEC Higher National H2

Description of unit

The unit focuses on best practice in project management and applies this to early years settings. The unit considers project management tools, reports, outputs and methodologies and the mechanisms for controlling risks. Practical application of project management tools and methodologies is a major feature of the unit.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Explore and identify **project management best practice** and adapt and apply to own projects
- 2 Identify, establish and **agree project requirements**
- 3 Identify **project management tools, progress reports and outputs**
- 4 Critically review projects to **identify, mitigate and control risks** that might jeopardise the project outcome.

Content

1 Project management best practice

Best practice: co-ordination of resources and activities, communication with stakeholders including external agencies and children and families, ensuring stakeholders achieve what is required within timescale and budget, good estimation of duration and costs, sufficient measurables throughout project lifecycle for effective monitoring, planning of resources, activities and scheduling, control over progress, quality control resulting in outputs which are acceptable and usable; establish best practice knowledge and application that could be applied to early years projects

Review experience: gained within projects related to early years e.g. Europe and Regeneration, SureStart projects, Children's Fund

2 Agree project requirements

Establish objectives/project definition: agree with stakeholders the project requirements, scope and constraints; project lifecycle — planning from conception to closedown; define roles, responsibilities and reporting level

Project scheduling and planning: break down the project into manageable activities, identify resources and schedule, allocate and motivate staff involved, agree milestones/deliverables and quality criteria

Project resource scheduling: including financial, equipment, staffing

3 Project management tools, progress reports and outputs

Project tools: appropriate methodology, e.g. Prince2 (Projects In Controlled Environments) as structured method for effective project management and a *de facto* standard within public and private sectors; software packages, e.g. Microsoft Project, Project Manager's Workbench

Progress reports: defining project progress using the available methodologies and techniques ensure reports accurately reflect progress and that stakeholders are kept involved and informed

Project assurance: methodology for improving the probability that a project will be on specification, on time and within budget, tracking project timescale and budget, actual against plan, monitoring and reporting, change control — respond to changes in timescale, funding, staffing and requirements

Project outputs: using and interpreting outputs, monitoring and reporting progress,

project audits, e.g. of deliverables/outcomes, responding to change within the project due to external factors, e.g. changes in requirements or funding

Project closedown: implementing no blame systems for review and feedback for future planning

4 **Identify, mitigate and control risks**

Managing risks: that are a threat to the project

Quantifying: the risk in terms of probability and impact and identify any mitigation.

Current and emerging risks: in respect of accountability, potential litigation, potential change in key funding, impact of unavailability of key resources, e.g. personnel/data/equipment/space, the people factor

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Explore and identify project management best practice and adapt and apply to own projects	<ul style="list-style-type: none"> • Identify key aspects of best practice in project management. • Critically review project management strategies commonly used within early years. • Develop a guide to project planning in an early years setting.
2 Identify, establish and agree project requirements	<ul style="list-style-type: none"> • Agree project requirements with stakeholders. • Create a project plan. • Identify resources for project. • Develop schedule for project.
3 Identify project management tools, progress reports and outputs	<ul style="list-style-type: none"> • Identify project management tools and methodologies. • Develop progress reports and tracking devices. • Evaluate progress of project against timescale, budget, deliverables and quality.
4 Critically review projects to identify, mitigate and control risks that might jeopardise the project outcome	<ul style="list-style-type: none"> • Identify potential risks to project. • Quantify risk in terms of probability. • Identify mitigating factors. • Develop strategies to deal with risks.

Guidance

Delivery

Tutors will require an in-depth understanding of generic project management processes and their application to health and social care projects. Some structured input on project planning will be required with exemplars for learners to work on and apply project management principles to. Delivery of the unit will concentrate on supporting the preparation of the learner's individual project plan and its subsequent implementation and management. This process will need to start early in the course. Learners may require some assistance in selecting appropriate projects that allow delivery within the timescales.

Assessment

Evidencing this unit through the planning, preparation, implementation and evaluation of a project plan is likely to be an efficient and effective way of meeting the learning outcomes. It will be exceptionally difficult for learners to evidence this unit if they cannot manage or support the management of a work-based project where the project has been their own work.

In addition to managing their own project through its lifecycle and in recognition of the constraints under which they may be working, learners will need to compare their methodology and process with 'best practice' project management.

Links

This unit links with *Unit 1: Continuing Development*, *Unit 9: Professional Practice* and *Unit 24: Safety and Risk Management in Early Years Care and Education*.

Resources

The following data is necessary for the completion of the learner's project:

- a clear statement of requirements
- a clear definition of deliverables or outcomes
- a clearly defined budget and timescale
- the necessary resources to complete the task.

Optional resources

- Automated project management systems such as Microsoft Project, Artemis, Primavera, Suretrak
- Risk analysis software such as PERTMASTER.

Support materials

Textbooks

Bartram P — *The Perfect Project Manager* (Random House Business Books, 1999)
ISBN 0099405067

Watson M — *Managing Smaller Projects* (Project Manager Today Publications, 1998)
ISBN 1900391 02 3

Young T — *How to Be a Better Project Manager* (Kogan Page, 1996)
ISBN 0749421827

Other publications

Managing Successful Projects with PRINCE2: CCTA (The Stationery Office, 1999)
ISBN 011330855 8

Please note: CCTA became an integral part of the Office of Government Commerce
(www.ccta.gov.uk)

Magazines and journals

Project Manager Today

Websites

www.apm.org.uk

The Association for Project Management

www.ccta.gov.uk

The Office of Government Commerce

Content

1 Developmental processes

Developmental effects: the process of development in the individual: cognitive, social, cultural, spiritual, physical, emotional, moral, language and communication. Psychology of play and its application in a range of care settings

Life events: birth, education, employment, illness, death

Theories of development: Piaget, Isaacs, Bruce, Curtis, David, Bernstein, Freud, Eriksson, Vygotsky, Chomsky

2 Dynamics

Dynamics and strategies for families: the rights of the child, family dynamics and social environments, children in families, communities and society; statutory, voluntary, educational and private provision, coping strategies: Robertson, Winnacott, Bowlby, Rutter, Douglas.

Support mechanism: children and young peoples' perception of disease and health care experiences, cultural and psycho social dimensions of health and illness; counselling; The Children Act 1989; working within the multi-disciplinary team, liaison with other health care professionals, liaison with Children's Trusts, in line with local and national policy.

Support systems: legal, voluntary, statutory, the health service.

3 Hospitalisation

Hospitalisation: child health, theories of separation, acute and chronic illness, treatment and loss, psychology of loss and bereavement in children, young people, their families and carers; theories: Blubond, Langer, Kubler-Ross

Medical terminology, investigations, treatments, nursing care, pharmaceutical effects

4 Therapeutic play and therapeutic environments

Therapeutic environments: an understanding of care environments and their implications for play, ethos and design of therapeutic environments in care settings; creation of suitable environments with the selection and maintenance of play equipment

Maintenance and development of play environments: overview of hospital and community organisation and environments, resources, human and materials

Health and safety in play, hygiene, infection control: its impact on play provision

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Identify how the developmental processes impact on the child or young person's involvement in specialised play and recreation activities	<ul style="list-style-type: none"> • Identify the influences of cultural and psycho-social factors which affect play activities. • Assess child and adolescent health and patterns of ill health explaining the factors that affect growth and development. • Justify approaches for individual provision of play and assessment.
2 Examine family dynamics , the support systems and mechanisms for children, young people, their families and carers in a range of health care settings	<ul style="list-style-type: none"> • Appraise the impact of family dynamics on a child or young person with health deficit(s) in the hospital and/or community. • Investigate and implement appropriate strategies of coping for children, young people their families and carers within the care setting. • Review current legislation and guidelines designed to support children and young people in the family when there are health deficits. • Examine services and support mechanisms for children and young people in a range of appropriate settings. • Present informal and formal reports of the development and behaviour of children and young people to colleagues in the multi-disciplinary team.
3 Analyse the stresses involved in children's and young people's ill health and hospitalisation	<ul style="list-style-type: none"> • Investigate hospitalisation and its effect on the child or young person, the family and carers. • Assess situations which may compromise a child or young person's ability for play and recreation devising appropriate specialised play activities. • Identify the processes of loss and bereavement and select appropriate play practice.

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
4 Appraise an appropriate safe therapeutic play and recreational environments for sick children and young people in a range of health care settings	<ul style="list-style-type: none"> • Investigate design, and justify suitable play environments within a range of care settings. • Create the appropriate ethos for therapeutic play considering health and safety, equal opportunities and anti- discriminatory practice.

Guidance

Delivery

This unit is the foundation and introduction to the hospital play programme and sets out advanced theoretical knowledge and understanding of growth and development through play. Visits from specialist speakers will be included for the unit to be effective. It is important that the HPS tutor be involved in the delivery of this unit.

Assessment

Assessment needs to focus on the development of knowledge and skills at an advanced level. The development of the child and young person needs to be addressed in a work related and critical way to ensure that the learner is operating at Level 4. Careful preliminary diagnosis of the learner to identify that he/she possesses the necessary key skills to address the programme of study is advisable. The wide variety of assessment tools, which can be used, will enable the strengths of the learner to be displayed. Evidence for this unit is likely to be a combination gathered during work experience/placement and written assignments, projects, case studies and discussion activities. Much of the evidence will also be part of the requirements for the Professional Portfolio, students wishing to qualify as a hospital play specialist at a later date are advised to begin to compile a professional portfolio as this stage. Please note that the Hospital Play Staff Education Trust (HPSET) has rigorous requirements for entry to the programme; please consult www.hpset.co.uk for further details.

Links

This unit links with *Unit 30: Professional Practice for Hospital Play Specialists*, *Unit 31: Specialised play: Hospital and Community*, *Unit 32: Specific needs: support through play*, *Unit 29: Play services: Organisation and Management* and *Unit 34: Hospital Play Project*.

There are opportunities for cross-referencing and integrating work between units.

This unit provides opportunities to cover components of the SureStart Birth to three matters framework:

- A Strong Child: all components
- A Healthy Child: all components
- A Skilful Communicator: all components
- A Competent Learner: all components.

Resources

Learning resources will be required to support theoretical learning. Learners will need ready access to information on relevant legislation. Access to relevant websites will be valuable.

Access to up to date material on the specialised subjects and case study material is essential.

Attention is drawn to the need for confidentiality when using patient or real hospital, community or other settings as resources.

Support materials

Textbooks

Bowlby J — *Child Care and The Growth of Love* (Pelican Books, London, 1953)

Cook P — *Supporting Sick Children and their Families* (Balliere Tindall, 1999)

Curtis A and O'Hagan M — *Care and Education in Early Childhood: a Student's Guide to Theory and Practice* (Routledge Falmer, London, 2003)

Hart, Mather, Slack and Powell — *Therapeutic Play Activities for Hospitalised Children* (Mosby Year Book, 1992)

Hogg C — *Play and the Sick Child. Improving Experiences for Children and Young People.* (HPSET, 2004)

Lansdown R — *Children in Hospital* (Oxford University Press, Oxford, 1996)

Lansdown R and Walker M — *Your Child's Development from Birth through Adolescence,* (Alfred A Knopf, New York, 1991)

Lowson — *Innovations in Paediatric Ambulatory Care* (MacMillan Press)

Malik H — *A Practical Guide to Equal Opportunities* ISBN 074836522

Robertson J and J — *Young Children in Brief Separation* (Tavistock Publications, London, 1970)

Rutter M and Rutter M — *Developing Minds: Challenge and Continuity Across the Life Span* (Penguin Books, London, 1992)

Smith T, Moore E and Sylva K — *The High/Scope Approach to the Early Years* (OMEP Update 22, UK, 1987)

Smith P, Cowie H and Blades M — *Understanding Children's Development, 3rd Edition* (Blackwell Oxford, 1998)

Taylor, Mueller, Whattley and Harris — *Nursing Children — Psychology, Research and Practice* (Stanley Thornes, 1999)

Magazines and journals

Journal of Child Health Care (ABPN Sage Publications) ISSN: 13674935

Journal of the National Association of Hospital Play Staff

Journal Paediatric Nursing (Royal College of Nursing — Publications RCN
www.paediatricnursing.co.uk)

Sylva K — *Play in Hospital: When and Why It Is Effective* (Current Paediatrics 3.247–249, 1992)

Other publications

Carney T et al — *Children's Views of Hospitalisation: an Exploratory Study of Data Collection* (Journal of Child Health Care, Vol. 7 No. 1 March 2003 pp 27–40) (in this study hospital play specialists were part of the team)

Carter B — *Ducks might quack... Children and Domestic Violence in Rural Areas* (Editorial in Journal of Child Health Care, Vol. 7 No. 4 September 2003 pp 57–170)

Darbyshire P — *Mothers Experiences of Their Child's Recovery in Hospital and at Home: a Qualitative Study* (Journal of Child Health Care, Vol. 7 No. 4 December 2003 pp 291–312)

DOH — *Reference Guide to Consent for Examination or Treatment* (2001)

Hogg C and Rodin J — *Quality Management for Children, Play in Hospital* (Play in Hospital Liaison Committee, London, 1990)

O'Brien J and Smith J — *Childhood transformed? Risk Perceptions and the Decline of Free Play* (British Journal of Occupational Therapy, 65:3, 2002, pp 123–128)

Richman J and Skidmoore D — *Health Implications of Modern Childhood* (Journal of Child Health Care, Vol. 4 No. 3, Autumn 2000, pp 106–110)

Websites

The following websites can be useful in providing information and case study materials:

www.childpsychotherapytrust.org.uk

Child Psychotherapy Trust

www.youngminds.org.uk

Young Minds

Unit 30: Professional Practice for Hospital Play Specialists

Learning hours: 60

BTEC Higher National H1

Description of unit

Learners achieve this unit through the development of professional reflective practice and journal entries, workplace/placements in a range of health and care settings in the hospital and community, a range of observational documents, play and recreational programmes, and supervisor's reports. Experience in hospital settings is essential. Learners must gain experience of working with sick children and young people from birth through adolescence in a variety of settings.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Observe and assess the **impact of ill health** on the individual needs of the child, young person, family and carers
- 2 Use equal opportunities and anti discriminatory practice to plan, implement and evaluate **professional practice** appropriate to the care setting
- 3 Promote and evaluate an appropriate **safe play environment** for children and young people in a range of care settings
- 4 Appraise **own professional practice**; develop professional and personal strategic goals.

Content

1 Impact of ill health

Impact of ill health: play programmes that reflect a range of Hospital Play Specialist practice across ages and situations, monitoring of daily statistics (HPS), rationale for hospital admissions, duration and consequences; meeting changing needs and situations; professionals and carers own attitude to illness and hospitalisation, impact of patterns of ill health on the stages of development from birth to adolescence; the rights of the child, Human Rights Act 2000, advocacy, PALS, consent for treatment. Institutionalisation; appropriate materials, cultural needs and issues, labelling, stigma
Lack of provision

2 Professional practice

Professional practice: plan, implement and evaluation play and recreational activities. Creation and use of artefacts of therapeutic elements

Legislation: equal opportunities and anti discriminatory practice, Health and Safety, Risk management

Working together: codes, activities, routines and procedures. Professional role within a range of hospital and community settings situations; respect for knowledge and the contributions of others

Own role: within team, range of contacts: multi-disciplinary team, learners, volunteers

3 Safe play environment

Maintenance and development of play environments: overview of hospital and community organisations and environments, resources, human and materials. Health and safety in play, hygiene, infection control: its impact on play provision

4 Own professional practice

Own performance: reflective practice, theories; Schon, etc; career planning: identification of current skills and areas of expertise, transferable skills, interpersonal skills, recognition of current strengths and weaknesses for enhancement of performance; using current relevant literature references to inform practice. Quality issues, target setting, evidence of development of professional practice; the use of the benchmarking tool (HPS2) including monitoring of daily work programmes and self-evaluation

Methods of assessment and referral to members of the multi-disciplinary team

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Observe and assess the impact of ill health on the individual needs of the child, young person, family and carers	<ul style="list-style-type: none"> • Examine and assess the impact of illness on a range of needs and ages. • Evaluate the professional contribution of other co-workers, families, and carers. • Justify their professional management of play according to need.
2 Use equal opportunities and anti discriminatory practice to plan, implement and evaluate professional practice appropriate to the care setting	<ul style="list-style-type: none"> • Plan, implement and evaluate professional practice appropriate to the health and care setting. • Provide evidence of equal opportunities and anti-discriminatory good practice. • Demonstrate evidence of a range of play practice including distraction, preparation, and post procedural play. • Demonstrate professional practice through the production of three developmental assessments and ten (minimum) play programmes across the age range.
3 Promote and evaluate an appropriate safe play environment for children and young people in a range of care settings	<ul style="list-style-type: none"> • Carry out a series of evaluative professional orientations in health and care settings which promote an appropriate safe play environment for children and young people. • Identify and assess the limitations in play opportunities in a range of care settings.
4 Appraise own professional practice ; develop professional and personal strategic goals	<ul style="list-style-type: none"> • Analyse and evaluate the therapeutic outcomes of specific play provision. • Initiate and implement strategies to instigate the involvement of members of the multidisciplinary team.

Guidance

Delivery

The HPS Tutor must be involved in the delivery of this unit.

Fifteen orientation visits to a wide range of designated areas need to be included. The visits must include medical, and surgical wards, and other visits across the specified range of hospital situations. The learner must make sufficient visits and reports to provide a wide range of experience and understanding of the role of the Hospital Play Specialist. The reports should confirm the learner's ability to identify and evaluate suitable opportunities for play.

Assessment

Evidence for these unit outcomes is generated through a range of planned activities that are entered in the Professional Portfolio. It is important that learners understand and experience the role and contribution of each member of the multi-disciplinary team as well as parents, families, carers and others, this will include family dynamics and coping strategies. The outcomes must be demonstrated within a range of health care settings and across the age range: birth through adolescence.

Learners will collect evidence in the portfolio which will include observations, daily work programmes, monitoring of daily statistics, play programmes, team and individual work, and could include case conferences, reports and other activities.

Learners must show application of equal opportunities and anti discriminatory behaviour.

Learners who are not employed with in a hospital setting must achieve 200 hospital hours placement throughout the programme. This will need to be identified to the Hospital Play Staff Education Trust on application for Registration.

Links

This unit links with *Unit 29: Development and Play: Theory and Practice*, *Unit 31: Specialised Play: Hospital and Community*, *Unit 32: Specific Needs: Support through Play*, *Unit 33: Play Services: Organisation and Management* and *Unit 34: Hospital Play Project*.

There are opportunities for cross-referencing and integrating work between units.

It is noted that when working with 0–3 year olds, learners should actively implement the SureStart Birth to three matters framework to ensure best practice.

Resources

Learners will be supported through work/placements alongside experienced Hospital Play Specialists and College staff. Additional resources required will be staff time for case conferences and for the HPS Tutor to visit work placements.

HPSET forms are to be used as appropriate including the orientation list and the HPS7 to construct their portfolios.

Attention is drawn to the need for confidentiality when using patient or real hospital, community or other settings as resources.

Support materials

Textbooks

- Cook P — *Supporting Sick Children and Their Families* (Balliere Tindall, 1999)
- Carroll J — *Introduction to Therapeutic Play* (Oxford Blackwell Science Ltd)
- Cattanach A — *Introduction to Play Therapy* (2003) ISBN 1583912487
- Erikson E H — *Childhood and Society* (Harmondsworth Penguin, 1965)
- Hogg C — *Play and the Sick Child. Improving Experiences for Children and Young People* (HPSET, 2004)
- Kubler-Ross E — *On Death and Dying* (Macmillan, New York, 1969)
- Lowson — *Innovations in Paediatric Ambulatory Care* (MacMillan Press)
- Malchiodi Cathy A — *Understanding Children's Drawings* (Jessica Kingsley Publishers, London, 1998)
- Taylor, Mueller, Whattley and Harris — *Nursing Children — Psychology, Research and Practice* (Stanley Thornes, 1999)
- Weller B — *Play for the Sick Child* (Balliere Tyndall, London, 1980)

Magazines and journals

- Carlisle D — *The Scars of Childhood* (Nursing Times 87 (42), 1991, p 31)
- Crathern L — *Reflective Approach and Professional Development: an ABC Approach for the Novice Reflector* (Journal of Child Health Care, Vol. 5 No. 4 Winter 2001 pp 163–167)
- Davies J — *Death of a Child* (World medicine, 1979 Nov 23–6)

Other publications

- Children and Young People's Unit, Learning to Listen* (DfES Publications 2001)
- Children, Young People and Maternity Services — Standard for Hospital Services* (Department of Health 2003)
- The Guidelines for Professional Practice* (National Association of Hospital Play Staff, 2003)

Websites

- | | |
|--|--|
| www.abpn.org.uk | Association of British Paediatric Nurses |
| www.rcn.org.uk | Royal College of Nursing |
| www.youngminds.org.uk | Young Minds |

Unit 31: **Specialised Play: Hospital and Community**

Learning hours: 60

BTEC Higher National H1

Description of unit

The unit enables the development and widening range of experiences for student Hospital Play Specialists. Within the unit there is opportunity for learners to explore the planning, and implementation of hospital and community play and recreational activities, and to evaluate their effectiveness. The application of specialised play and recreational provision is examined, described and evaluated in a range of settings and circumstances which will include growth and development, education and health promotion, occupation, coping, distraction, and diversion, and loss and bereavement. The use of observational techniques and assessment are employed to analyse development in play and recreation of children and young people.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Identify, plan, apply and evaluate **specialised play provision** for individuals and groups in hospital, community and other settings
- 2 Demonstrate appropriate **methods of observation, assessment and referral** for support for individuals and their families in hospital, community and other settings
- 3 Assess **the role of the hospital play specialist** in implementing play programmes as a member of the health care team in hospital, community and other settings
- 4 Analyse **approaches and interventions** in order to meet particular needs for play and recreation.

Content

1 Specialised play provision

Specialised play provision: play and recreational provision to meet the needs of sick children and young people and their siblings: developmental, emotional, therapeutic. Abuse and self-harm, Access to play, support of other professionals through specialised activities. Health promotion

Play programmes: preparation, implementation, evaluation, and recommendations

Current legislation: the Children Act 1989, Toy Safety Act 2000, Charter for Play 1999; National Services Framework for Children (2003)

Childhood ill health in relation to specialised activities

Factors impacting provision: cultural, ethnic, environment

2 Methods of observation, assessment and referral

Methods of observation, assessment and referral: purposes of observations, process and techniques: naturalistic, target child, time sampling, event sampling, checklist, structured, longitudinal; limitations of use, reliability and validity; recommendations

Assessment protocols and procedures: health, social, educational referral, statutory and voluntary, private sectors and services; involvement of the community; communication systems: formally and informally to show evidence of assessment and practice

3 The role of the hospital play specialist

The role of the hospital play specialist: professional role and accountability, confidentiality, maintenance of records, documentation and reports

Professional teams in a variety of settings, partnership with the multi-disciplinary team, parents and carers; liaison with professional bodies

4 Approaches and interventions

Approaches and interventions: use of alternative methods of communication, use of resources, setting up play using information technology, sensory media, story telling, puppets, other professionals e.g. actors, musicians, music and musical instruments, handlers and pets

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Identify, plan, apply and evaluate specialised play provision for individuals and groups in hospital, community and other settings	<ul style="list-style-type: none"> • Examine aspects of social policy and legislation relating to play programmes and the child as a person. • Assess the factors that influence specialist play needs of individuals. • Plan, implement, evaluate and make recommendations for specialised play provision for individuals and groups. • Demonstrate health promotional activities in play programmes.
2 Demonstrate appropriate methods of observation, assessment and referral for support for individuals and their families in hospital, community and other settings	<ul style="list-style-type: none"> • Identify services for children and young people provided by a range of agencies. • Investigate appropriate methods of assessment and referral utilised and evaluated by the Hospital Play Specialist. • Select, justify and appraise a range of observational techniques to record development and behaviour of children and young people and make recommendations.
3 Assess the role of the hospital play specialist in implementing play programmes as a member of the health care team in hospital, community and other settings	<ul style="list-style-type: none"> • Evaluate own practice with regard to issues of culture, lifestyle, expectations, record keeping and confidentiality. • Evaluate community and other health care provision and teams in relation to the potential role of the community/hospital play specialist. • Present informal and formal reports to relevant professional bodies.
4 Analyse approaches and interventions in order to meet particular needs for play and recreation	<ul style="list-style-type: none"> • Identify models of intervention and examine their appropriateness in specific circumstance • Critically analyse one or more approaches in meeting specific play needs. • Critically analyse the provision of technology in the community and hospital to cater for the needs of sick children and young people.

Guidance

Delivery

The HPS Tutor must be involved in the delivery of this unit. Additional support would be provided through specialist speakers from a number of agencies, i.e. Action for Sick Children.

There will need to be an element of structured delivery to ensure that learners receive the basic theoretical knowledge. Beyond this, learners would benefit from an opportunity to explore issues with subject specialists and being able to apply theory and knowledge in a work setting.

Assessment

There will be three in-depth case studies across the age range and health and care settings.

Links

This unit links with *Unit 29: Development and Play: Theory and Practice*, *Unit 30: Professional Practice for Hospital Play Specialists*, *Unit 32: Specific Needs: Support Through Play*, *Unit 33: Play Services: Organisation and Management* and *Unit 34: Hospital Play Project*.

There are opportunities for cross-referencing and integrating work between units.

Resources

Learning resources will be required to support theoretical learning.

Learners will need access to information about relevant legislation. Access to relevant websites will also be required. Access to appropriate case study material is essential and this is best provided through work experience.

Attention is drawn to the need for confidentiality when using patient or real hospital, community or other settings as resources.

Support materials

Textbooks

Becher Y — *Hospital Play services in Hong Kong* (Playright, Hong Kong, 1993)

Bonser K and White C — *Relaxation/Hypnosis/Guided Imagery with Children and Adolescents* (Octopus Publishing Group, 2002)

Dickinson, Johnson and Katz — *Death, Dying and Bereavement* (OU/Sage, 2000)

Edwards M and Davis H — *Counselling Children with Chronic Medical Conditions* (British Psychological Society (BPS) Books, 1997)

Hogg C — *Play and the Sick Child. Improving Experiences for Children and Young People* (HPSET, 2004)

Lowestein L — *Creative Interventions for Troubled Children and Youth* (Champion Press, 1999)

Lowson — *Innovations in Paediatric Ambulatory Care* (MacMillan Press)

Roffey S — *Special Needs in the Early Years. Collaboration, Communication and Coordination* (London David Fulton Press, 1999)

Sparshott M — *Pain, Distress and the Newborn Baby* (Blackwell Science Ltd, 1997)

Tones B K — *Health Promotion, Health Education and the Public Health* (Milton Keynes O.U. Press, 2001)

Toye N and Preniville F — *Drama and Traditional Story for the Early Years* (Routledge Falmer, London, 2000)

Wolfendale S et al — *Special Needs in Early Years Snapshots of Practice, Ch 4 Barnes P* (London Routledge, 2000)

Magazines and journals

Langridge P — *Reduction of Chronic Sorrow: a Health Promotion Role for Children's Community Nurses?* (Journal of Child Health Care, Vol. 6 No. 3 December 2002 pp 291–312)

Pryo L — *Children with SCI: the Role and Contribution of Hospital Play Specialists* (the Journal of the National Association of the Hospital Play Staff. Winter 2003 pp 26–27)

Simms S et al — *Sibling Support in Childhood Cancer* (Paediatric Nursing 2002, Vol. 14 no.7)

Other publications

Action for Sick Children — Quality Review Series

Department of Health — *Emerging Findings* (Department of Health, 2003)

Department of Health — *Getting the Right Start: The National Service Framework for Children, Young People and Maternity Services* (Standard for Hospital Services, Department of Health, 2003)

Maras P (Editor) — *Snapshots of Good Practice* (Hospital Play Staff Education Trust, 2003)

NAHPS National Association of Hospital Play Staff — *Let's Play Series*

Unit 32: **Special Needs: Support through Play**

Learning hours: 60

BTEC Higher National H1

Description of unit

This unit addresses the way the Hospital Play Specialist can contribute through play to the optimum levels of health and well being for children and young people with specific needs. Current issues are examined. Learners have the opportunity to apply knowledge in a specific context and develop methods and forms of communication.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Analyse factors which influence **perceptions of specific needs** in sick children and young people
- 2 Determine the extent to which current **legislation and guidelines** are effective in meeting identified needs
- 3 Identify, use and evaluate the appropriate **communication skills** to support sick children and young people with specific needs including child protection
- 4 Plan, implement and evaluate **specialised play activities** including outdoor play to promote children and young people's developmental needs, communication skills and self-confidence.

Content

1 Perceptions of specific needs

Perceptions of specific needs: cultural and psycho – social definitions of mental health, nature of, disability and learning difficulty, discrimination, vulnerability, oppression, stigma, labelling; equal opportunities and anti discriminatory practice; media

2 Legislation and guidelines

Guideline and legislation: increasing incidence of mental health problems: Health Advisory Services 1995, House of Commons Select Committee (1998), Audit Commission (1999). NHS National Priorities Guidance (1998/9), Health Service Circular 1999/126, Saving Lives (1999), Making A Difference, Essence of Care, Mental Health Foundation (1999), Rowntree Foundation (2000), National Services Framework for Children (2003)

Range of needs of children and young people with specific needs, range and type of services available

Rights of the Child, The Human Rights Act (1999), Children Act (1989), Child Protection Act, Mental Health Act (1983), Guardianship, Code of Practice, Advocacy

Health and Safety issues relating to Hospital Play Specialist practice in specific needs

3 Communication skills

Communication skills: development of interactive skills, methods and forms of communication: Makaton, sign language, Braille, specialised IT support, child protection issues and procedures

4 Specialised play activities

Specialised play activities: access to play both indoor and outdoor, technology and special equipment, variety and range of music and puppets, documentation, normalisation, promoting independence and self help

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Analyse factors which influence perceptions of specific needs in sick children and young people	<ul style="list-style-type: none"> • Identify the perceptions of society on the provision of play for sick children and young people who have specific needs. • Compare a variety of cultural perspectives of disability, learning difficulty and other specific needs
2 Determine the extent to which current legislation and guidelines are effective in meeting identified needs	<ul style="list-style-type: none"> • Examine the impact of legislation on the play needs of sick children and young people who have specific needs. • Assess current legislation and guidelines and their implications relevant to the role of the Hospital Play Specialist.
3 Identify, use and evaluate the appropriate communication skills to support sick children and young people with specific needs including child protection	<ul style="list-style-type: none"> • Justify the appropriate communication skills and methods to meet the needs of sick children and young people with specific needs including child protection • Use and evaluate play strategies for sick children and young people with specific and communication needs
4 Plan, implement and evaluate specialised play activities including outdoor play to promote children and young people's developmental needs, communication skills and self-confidence	<ul style="list-style-type: none"> • Analyse children's and young peoples specific needs and how they can be met through specialised play activities • Document the planning, implementation and evaluation of specialised play activities to meet the needs of children and young people with specific needs. • Develop and evaluate play interventions to promote self-confidence and self-reliance for sick children and young people with specific needs.

Guidance

Delivery

The HPS Tutor must be involved in the delivery of this unit. There will need to be an element of structured delivery to ensure that learners receive the basic theoretical knowledge. Beyond this, learners would benefit from an opportunity to explore issues with subject specialists and being able to apply theory and knowledge in a work setting.

Additional support for the unit would be provided through specific needs specialist speakers from a number of agencies, i.e. Action for Sick Children, Royal Institution for the Blind, MENCAP.

Assessment

The main source of evidence for the unit is likely to be a combination of evidence gathered during work experience/placement, and written assignments, projects or other activities.

Links

This unit links with *Unit 29: Development and Play: Theory and Practice*, *Unit 30: Professional Practice for Hospital Play Specialists*, *Unit 31: Specialised Play: Hospital and Community*, *Unit 33: Play services: Organisation and Management* and *Unit 34: Hospital Play Project*.

There are opportunities for cross-referencing and integrating work between units.

Resources

Links all types and provision of learning resources will be required to support theoretical learning.

Learners will need access to information about legislation

Access to specific websites will enhance knowledge and understanding. Access to appropriate case study material is essential and this is best provided through the work experience.

Attention is drawn to the need for confidentiality when using patient or real hospital, community or other settings as resources.

Support materials

Textbooks

Edwards M and Davis H — *Counselling Children with Chronic Illness* (BPS Books, 1997)

Goodley D — *Self Advocacy in the Lives of People with Learning Difficulties* (OU Press, 2000)

Hobart C and Frankel J — *Good practice in Child Protection* (Stanley Thornes)
Hogg C — *Play and the Sick Child. Improving Experiences for Children and Young People* (HPSET, 2004)
Green S — *Getting On Board the Net. Finding and Using Health Resources on the Internet* (NHS Confederation, 2002) ISBN 18590874

Lowson — *Innovations in Paediatric Ambulatory Care* (MacMillan Press)

Read — *Disability, The Family and Society* (Milton Keynes OU Press, 2000)

Read J and Clements L — *Disabled Children and the Law: Research and Good Practice* (Jessica Kingsley, 2001)

Smith P, Cowie H and Blades M — *Understanding Children's Development, 3rd Edition* (Blackwells Oxford, 1998)

Magazines and journals

Davies J — *Death of a Child* (World Medicine, Nov, 23–6, 1979)

Harries P — *Adolescent Boys: are we failing them?* (The Journal of the National Association of Hospital Play Staff, Summer 2002, pp 13–14)

Other publications

The Children Act 1989 — *An Introductory Guide*

The Children Act 1989 — What Every Nurse, Health Visitor and Midwife Needs to Know

Children and Young People's Unit — *Learning to Listen* (DfES Publications 2001)

Hogg C and Rodin J — *Quality Management for Children, Play in Hospital* (Play in Hospital Liaison Committee, 1990)

Hospital Play Schemes — A National Survey

Macintyre C — *Play for Children with Special Needs* (Fulton) ISBN 18522469351

Reports related to the Welfare of Children in Hospital by Action for Sick Children (previously NAWCH):

Emergency Health Services for Children and Young People

Pictures of Healthcare — A Child's Eye View

Health Services for Children and Young: A Guide for Commissioners and Providers
Quality Review Series

Websites

The following websites can be useful in providing information and case study materials:

www.childpsychotherapytrust.org.uk Child Psychotherapy Trust

www.paediatricnursing.co.uk

www.portage.org.uk National Portage Association

Unit 33: **Play Services: Organisation and Management**

Learning hours: 60

BTEC Higher National H1

Description of unit

This unit is concerned with the organisational and managerial needs of the Hospital Play Specialist and through this enhances their personal and professional effectiveness. The dynamics of the organisational structure, internal relations and human and other resources are examined.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Examine the requirements, **roles and responsibilities of the Hospital Play Specialist** within health care organisations
- 2 Analyse the process of **induction for staff, learners, and volunteers** including child protection procedures
- 3 Investigate the **key principles of play service planning** and the factors that influence the management of the work environment and resources
- 4 Analyse, and make recommendations to service managers, on the impact of national legislation changes to **service delivery** of play services and their contribution to the achievement of organisational structure and internal relations.

Content

1 Roles and responsibilities of the Hospital Play Specialist

Role of the Hospital Play Specialist: Person specifications, job description, responsibilities and parameters of role; preparation for professional change. Changing organisational structures in the modern Health Service. Theorists: Kolb, Hoyle Dalton, and Cooper

Meeting professional challenges. Team building and supervision techniques, appraisal

2 Induction for staff, learners, and volunteers

Induction of staff, learners, and volunteers: Induction programmes, roles and responsibilities of staff, learners, and volunteers, deployment of staff, learners, and volunteers. The importance of Child Protection procedures

3 Key principles of play service planning

Key principles: information for securing funds: planning, managing resources, the play service planning cycle, the effective management of resources i.e. development, implementation, monitoring, audit loop, key principles of effective resource management, development and implementation of plans for the use of resources, contracts for supplies and services, reports, impact of the National Services Framework for Children (2003)

4 Service delivery

Service delivery: legislation, collation of statistics, preparation of budget, Clinical Governance, quality circles, benchmarking, risk management, funding

Formal reporting: Children's Trusts, Trusts, Boards, service managers, outside bodies

Health and safety: hygiene, infection control, manual handling

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Examine the requirements, roles and responsibilities of the Hospital Play Specialist within health care organisations	<ul style="list-style-type: none"> • Prepare a person specification and job description for a specified Hospital Play Specialist post • Critically analyse the implications of change in the NHS • Evaluate a range of supervisory styles in health care settings.
2 Analyse the process of induction for staff, learners, and volunteers including child protection procedures	<ul style="list-style-type: none"> • Assess the use and value of induction programmes • Investigate the roles and responsibilities of staff, learners, and volunteers • Evaluate the effectiveness of volunteers in the therapeutic play environment.
3 Investigate the key principles of play service planning and the factors that influence the management of the work environment and resources	<ul style="list-style-type: none"> • Define the steps in the planning cycle. • Prepare and use an inventory to assess the work environment and resources. • Assess the potential impact of these factors on the planning and management of resources. • Draw up a plan to develop a specified hospital play service and evaluate it in the light of the impact of contingencies.
4 Analyse, and make recommendations to service managers, on the impact of national legislation changes to service delivery of play services and their contribution to the achievement of organisational structure and internal relations	<ul style="list-style-type: none"> • Discuss the implications of legislative national and local health policies and guidance that impinge on and affect specialised play services. • Discuss potential future developments in the play service. • Present a report on the role of clinical governance in managing an effective hospital play service justifying the findings. • Evaluate the professional development of the Hospital Play Specialist.

Guidance

Delivery

The HPS Tutor must be involved in the delivery of this unit.

The most effective method of delivery and assessment is through an integrated assignment and an example can be found in the appendices.

Experts in the field of organisational management and change will need to be included for the unit to be delivered.

Delivery will also include Child Protection procedures, manual handling training, and infection control through the use of specialist speakers.

Assessment

Evidence for this unit should include a project covering a real work based scenario for a hospital play service development, which encompasses all the elements of resource management.

Links

This unit links with *Unit 29: Development and Play: Theory and Practice*, *Unit 30: Professional Practice for Hospital Play Specialists*, *Unit 31: Specialised Play: Hospital and Community*, *Unit 32: Specific Needs: Support through Play* and *Unit 34: Hospital Play Project*.

There are opportunities for cross-referencing and integrating work between units.

Resources

Learning resources will be required to support theoretical learning. Learners will need access to information on all aspect of legislation and this will best served by access to the relevant websites.

Access to up to date material on human resource management, Child Protection issues, and other specialised subjects and case study material is essential.

Attention is drawn to the need for confidentiality when using patient or real hospital, community or other settings as resources.

Support materials

Textbooks

Hogg C — *Play and the Sick Child. Improving experiences for Children and Young People* (HPSET, 2004)

Lugon M and Secker-Walker J — *Clinical Governance — Making it Happen* (Royal Society of Medicine, 1999)

Textbooks for Management

- Bach S and Sissons K — *Personnel Management — a comprehensive guide to Theory and Practice in Britain* (Malden Mass: Blackwell, 2000)
- Baggott R — *Health and Health Care in Britain* (London Mac Millan Press, 1998) (general overview of health care)
- Gorman P — *Managing the Multi-Disciplinary Team in the NHS* (OU Press, 1998)
- Hawkins P and Shohet R — *Supervision in the Helping Professions* (OU Press, 2000)
- Piggot S — *Business Planning for Healthcare Management* (OU Press, 2000)

Magazines and journals

- Ellis J — *Benchmarking: Our Stamp and Its Effects* (Journal of Child Health Care, Vol. 3 No. 2 Summer 1999 pp 33–351)
- MacDonald C A — *From Policy to Practice* (Journal of Child Health Care, Vol. 3 No. 4 1995 pp 136–139) (In this journal is also the definitive statement from the CNO on the Health of the Nation)
- Sylva K — *Play in Hospital : When and Why It Is Effective* (Current Paediatrics 3.247–249, 1993)
- Sherwood R — *Developing a Play Service in A & E* (The Journal of the National Association of Hospital Play Staff, Summer 2002 pp 15–16)

Other publications

Government publications

- Department of Health — *Getting the Right Start: The National Service Framework for Children, Young People and Maternity Services* (Standard for Hospital Services, Department of Health 2003)
- DFE Information Branch — *Playground Safety Guidelines* (Children's Play and Recreation Unit, Welsh Office, 1992)

HMSO

- Audit Commission Review *Children First*
- Report of the Committee on Child Health Services *Fit for the Future* (the Court Report)
- Report of the Expert Group on Play for Children in Hospital
The Bristol Enquiry, 2001
- The Clothier Report: Allitt Enquiry
- Welfare of Young Children and Young People in Hospital, 1990

Unit 34: Hospital Play Project

Learning hours: 60

BTEC Higher National H1

Description of unit

This unit allows the learner to pursue an interest in a particular area of play for sick children in health and care settings by independently investigating an agreed topic. Agreement should be reached by the learner through negotiation with the HPS Tutor and research expert. Emphasis is placed on critical analysis and evaluation to enable learners to reflect on practice related issues. The subject must be of relevance to the work of the Hospital Play Specialist.

This unit provides one of the requirements for registration as a Hospital Play Specialist with the Hospital Play Staff Education Trust.

Summary of learning outcomes

To achieve this unit a learner must:

- 1 Prepare a **formal investigative proposal** applied to play for sick children in health and care settings
- 2 **Conduct and present the project** within research and ethical boundaries
- 3 **Evaluate the project** and make recommendations from the findings.

Content

1 **Formal investigative proposal**

Formal project proposal: identification of a topic, justification for investigation and project, identification of references and resources, explanation of method: observations, questionnaires, interviews, action planning, objectivity, ethical considerations: data protection legislation, confidentiality, human rights vulnerability of sick children and young people, the Hospital Play Specialist Code of Professional Conduct

2 **Conduct and present the project**

Conduct and present the project: execute chosen methodology, make three observational visits, record findings, prepare project for presentation from a range of bar charts histograms pie charts and tables. Use of IT for processing data

3 **Evaluate the project**

Evaluate the project: evaluate methodology, critical discussion of findings, evaluation of importance of the project, identification of further enquiry required, make recommendations

Outcomes and assessment criteria

Outcomes	Assessment criteria for pass To achieve each outcome a learner must demonstrate the ability to:
1 Prepare a formal investigative proposal applied to play for sick children in health and care settings	<ul style="list-style-type: none"> • Justify the choice of independent project applied to hospital and/or community play practice • Select and explain a chosen methodology and produce an action plan applied to hospital and/or community play practice considering ethical issues in relation to the chosen project applied to hospital and/or community play practice.
2 Conduct and present the project within research and ethical boundaries	<ul style="list-style-type: none"> • Record, present and summarise findings. • Summarise findings appropriately • Consider ethical issues in relation to chosen project
3 Evaluate the project and make recommendations from the findings	<ul style="list-style-type: none"> • Analyse the methodology and the findings of the independent study in relation to validity and reliability • Analyse the recording, presentation and summary of the findings using relevant example • Analyse the recommendations for professional practice • Justify the merits of the recommendations and areas for further study and professional practice

Guidance

Delivery

The HPS Tutor must be involved in the delivery of this unit. A certain amount of structured delivery will be required to provide learners with the basic understanding and skills necessary to undertake the project. Some learners will not have had previous experience of this type of work.

Experience has shown that learners do better when they are made aware of the requirements early on in their programme of study so they can consider a variety of topics.

Assessment

Evidence for this unit will be generated through a written assignment of approximately 5000 words, demonstrating a sound understanding of research methods and protocols. The learner will need to demonstrate the ability to work independently, and to prove evidence of an individual approach in the finished work. Learners may require guidance in establishing objectives that will be achievable within the limitation of this unit, as well as using methodology that is practical within the available resources. Feasibility will need to be established before the learner formally commences this unit. Learners will be required to make a minimum of three observational visits to appropriate settings other than their place of work/placement to undertake their projects.

Links

This unit links with *Unit 29: Development and Play: Theory and Practice*, *Unit 30: Professional Practice for Hospital Play Specialists*, *Unit 31: Specialised Play: Hospital and Community*, *Unit 32: Specific Needs: Support through Play* and *Unit 33: Play services: Organisation and management*.

There are opportunities for cross-referencing and integrating work between units.

Resources

Tutors will need to ensure that there are resources available to support the learner in independent study.

Relevant books and journals will need to be available.

Attention is drawn to the need for confidentiality when using patient or real hospital, community or other settings as resources for this project.

Learners will need access to IT, relevant websites and to Hospital Play Specialists and other health care professionals as necessary.

Learners should use the search engines on the internet to seek out suitable information. This information needs to be carefully used for its application in the United Kingdom. Advice will need to be sought from Research Lecturers for its careful use and attributes. Learners need to be reminded that the use of class notes as references or in the bibliography is forbidden.

Those undertaking research with children aged 0 to three years should demonstrate an awareness of the SureStart Birth to three matters framework.

Support materials

Textbooks

Green S — *Getting On Board the Net. Finding and Using Health Resources on the Internet* (NHS Confederation, 2002) ISBN 18590874

Herbert M — *Planning a Research Project. A Guide for Practitioners and Trainees in the Helping Professions* (Cassell, 1990)

Hogg C — *Play and the Sick Child. Improving Experiences for Children and Young People* (HPSET, 2004)

Kiley, Davies and Graham — *Research Methods in Health, Social and Early Years Care* (Stanley Thornes, 2000) ISBN 0748754628)

Lee R M — *Doing Research on Sensitive Topics* (Sage, New York, 1993)

Magazines and journals

Hubbuck C — *A Framework of Practice for Working with Children with HIV and Aids* —research project (The Journal of the National Association of Hospital Play Staff, 2002)

White C — *We Are a Family: a Phenomenological Qualitative Experience with Hospitalisation* (The Journal of the National Association of Hospital Play Staff, Winter 2003, pp 15–19, 2003)

Annexe A

Qualification codes

Each qualification title, or suite of qualification titles with endorsements, is allocated two codes, as are the individual units within a qualification.

Ofqual codes

The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). Each unit within a qualification will also have a NQF unit code.

The qualification and unit codes will appear on the learner's final certification documentation.

The QNs for qualifications in this publication are:

- 100/4062/6 Pearson BTEC Level 5 Higher National Certificate in Advanced Practice in Work with Children and Families
- 100/4063/8 Pearson BTEC Level 5 Higher National Diploma in Advanced Practice in Work with Children and Families

Pearson codes

The Pearson codes enable approval, registration, assessment and certification, they will appear on documentation such as the Student Report Form (SRF) and the programme definition. Pearson codes are not provided in this publication. The Pearson codes will link automatically to the Ofqual codes for certification purposes.

Annexe B

Qualification Requirements

BTEC Higher Nationals in Advanced Practice in Work with Children and Families

This Qualification Requirement will be read in conjunction with overarching guidance from Pearson in line with any overarching Annexe agreed with Ofqual.

Rationale

The early year's sector is an increasingly complex and diverse sector experiencing considerable change and new regulatory requirements leading to shifting work environments and the blurring of traditional job roles. As with other predominantly social care and education environments, the blurring of boundaries between job roles, and the need for increased co-operation and vigilance between agencies poses serious challenges for all aspects of workforce development. Key developments, notably the recent Green Paper 'Every Child Matters' (see www.dfes.gov.uk/everychildmatters), have made far reaching recommendations for the education and development of the workforce. In particular, there is a requirement for appropriately trained practitioners and managers to lead teams and develop interagency working to move forward with best practice in new and innovative approaches.

The BTEC Higher Nationals in Advanced Practice in Work with Children and Families should be developed to provide:

- individuals with knowledge, skills and understanding required for success in employment in the early years sector at supervisory or management level or for progression to an undergraduate degree or further professional qualification
- links to the current National Occupational Standards in Early Years at level 5 and Management at level 5
- an opportunity to gain some of the underpinning knowledge and understanding for NVQs and competence-based qualifications in the early years and childcare sectors and some of the contextualised underpinning knowledge for NVQ units in Management
- education and training to improve the skills and effectiveness of the early years workforce and a common core of training for all those who work solely with children and families
- early years practitioners with new and enhanced skills to fulfil new roles and responsibilities in the provision of high quality childcare and education in an increasingly integrated and regulated framework
- opportunities to address skills gaps and shortages, notably in leadership, quality assurance and management, which are of increasing importance in the early years sector

Aims of the qualification

Qualifications should meet the needs of the above rationale by:

- enabling progression to an undergraduate degree or further professional qualification
- providing specialist studies relevant to individual vocations and professions in which students are working developing learners' ability in the early years environment through effective use and combination of the knowledge and skills gained in different parts of the programme
- developing a range of skills and techniques, personal qualities and attributes essential for successful performance in working life and thereby enabling learners to make an immediate contribution to employment
- enabling learners to work across a variety of settings, adapting and extending skills and their application
- providing flexibility, knowledge, skills and motivation as a basis for future studies and career development — an educational foundation for a range of careers in the early years sector
- providing flexibility to align education and training opportunities with the needs of key stakeholders locally, such as the regional Early Years Development and Childcare Partnerships providing for a more flexible and unit based structure of qualifications offering a minimum number of common units across all settings and professional areas with the option of additional specialist units to be built onto the core for specific job roles and contexts.

Mandatory curriculum

Theories of child development: key theorists; milestones; latest research; intellectual, social and emotional development; factors affecting development.

The early years curriculum: historical context; curriculum models and contexts; activity planning and organising learning through play; effects of the National Curriculum on practice; integrated approaches to the curriculum; role of inspection services; effects of devolution; anti-discriminatory practice.

Anti-discriminatory practice: Children Act; Sure Start; National Curriculum; sociological perspectives, equal opportunities; bases of/effects of discrimination; legislation; new initiatives; values.

Understanding children's behaviour: understanding disability; behaviour modification; social and emotional development in the context of behaviour; special needs; gender issues.

Continuing development: advanced practice.

Interpersonal and communication skills: effects and implications of individual differences; principal communication skills; group dynamics; communication and counselling skills; leadership.

Health and safety: concepts and regulatory framework; risk management strategies; implementation of strategies; promoting better working environment; impact assessment.

Independent study and research: purposes, outputs and processes of research; research methods; interpreting data; ethical issues; project.

Professional practice: concept of professionalism; communication skills; teamwork; training; legislation; observation; planning; evaluation and assessment; holistic approaches; management and organisation; partnership working; developmental curriculum; inclusion; rights of the child; resources, health and safety; wider political and economic climate; personal effectiveness.

Child protection: legislation; working with families; observation; recording; reporting; substance misuse; strategies for the implementation of child protection processes and procedures.

Specialist curriculum – health

Child health: epidemiology of childhood illnesses and diseases; cultural and social issues; needs of sick children; promoting health; working in inclusive settings; effectiveness of treatments; legal aspects of disease management; patterns and causes of childhood illnesses; psychological, educational and social impacts; ethical and legal dilemmas.

Health promotion for early years practitioners: physical, mental and emotional health of children and their families/primary carers; SureStart programme; the nature of health promotion – theoretic view point, practical application; concepts of, influences on and measurement of health; models of and approaches to health promotion; ethical, religious, cultural and political aspects; interventions; effectiveness of campaigns.

Medical conditions and health: specific learning difficulties and conditions including autism, dyslexia, dyspraxia, ADD, ADHD, Asperger’s Syndrome, Tourette’s Syndrome etc; cultural impacts; therapeutic play.

Specialist curriculum – education

Language development: the nature, function and use of language; the relationship between language and learning; theories of language development; the promotion of language development.

Numeracy skills: social, economic and cultural contexts of mathematics and its place in the early years; the relationship between mathematics, learning and development; supporting the development of mathematics in the early years.

Promoting knowledge and understanding of the world: knowledge and understanding of science; process skills; scientific pedagogy; the development of scientific knowledge and understanding in the early years; analysis of the current curriculum guidelines for science and knowledge and understanding of the world.

Specialist curriculum – management

Effective resource management: management of resources; identification of human resource requirements, the recruitment and selection processes; effective management and retention of staff, the induction process; management of financial resources; factors which influence resource availability and budget allocation; financial planning/forecasting, making decisions and recommendations, accountability and responsibility

Effective leadership: theories, models and styles of leadership and their application within the early years setting; team formation, membership and effective working methods; ineffective teams – common problems; staff recruitment, selection and retention processes; employment law; support of new staff; responding to individual needs; induction of new staff; performance of staff.

Managing the inspection: statutory regulations and the law; organisations requiring inspection; types and frequency of inspection; purposes and principles of Ofsted inspection; parental involvement; preparation for inspection, including preparation of staff and evidence; the inspection process, inspection report and post-inspection action plan.

Optional curriculum

Working with families and other professionals: new initiatives; role of Early Years Childcare Development Partnerships (EYCDP); patterns of childcare; dynamics of family life; social isolation; effects of change; barriers; access; childcare practice.

Play: the nature and concept of play; the influence of historical, social and cultural aspects on its development. The value of play as a learning process and how the involvement of adults supports development; quality provision.

Concepts of inclusiveness: features of an inclusive approach; strategies for inclusiveness; legislation and guidelines; approaches and interventions; effects of hearing and sight loss; use of technological equipment; effective responses.

Effects of sensory loss on early childhood development: main causes of sensory loss with procedures for assessing and classifying them; consideration of the likely effects of sensory loss on social and emotional development, speech and language, and early years learning; strategies of intervention.

Safety and risk management in early years care and education: safety and risk assessment as applied to the provision of early years care and education; the regulatory framework of health and safety; risk management strategies and implementation; current issues in health and safety at work.

Specific learning difficulties: Dyslexia and Dyspraxia: causes and characteristics of specific learning difficulties; impact on children's development and learning; focus on dyslexia and dyspraxia; support strategies to assist children with learning difficulties.

Pedagogy: theories of learning and human development; the role of the adult as a facilitator of learning; approaches to learning and the relationship between theory and practice.

Approaches to curriculum delivery: language; number; science; social and emotional, cultural, moral/spiritual.

Medical conditions and health: specific learning difficulties and conditions including autism, dyslexia, dyspraxia, ADD, ADHD, Asperger's Syndrome, Tourette's Syndrome etc; cultural impacts; therapeutic play.

Child health: epidemiology of childhood illnesses and diseases; cultural and social issues; needs of sick children; promoting health; working in inclusive settings; effectiveness of treatments; legal aspects of disease management; patterns and causes of childhood illnesses; psychological, educational and social impacts; ethical and legal dilemmas.

Health promotion for early years practitioners: physical, mental and emotional health of children and their families/primary carers; Sure Start programme; the nature of health promotion — theoretic viewpoint, practical application; concepts of, influences on and measurement of health; models of and approaches to health promotion; ethical, religious, cultural and political aspects; interventions; effectiveness of campaigns.

The environment: sustainability; recycling; waste disposal; social responsibility; historical perspectives; local, national and global issues; respecting the environment; promoting knowledge and understanding of the world.

Links to professional body

These qualifications are recognised as 'full and relevant' on the DFE's *qualifications list for those delivering the Early Years Foundation stage for those who are registered before 1 Sept 2014 only*.

Links to National Standards

There is the opportunity for programmes in Early Years Care and Education to provide some of the underpinning knowledge, understanding and skills for the Level 4 NVQ in Early Years Care and Education. The attached mapping sheets provide a guide to this. Links to Management National Occupational Standards are identified at unit level.

* The National Occupational Standards for both the Early Years and Management Sectors are currently undergoing review and although emergent themes have informed the development of this new qualification, detailed mapping cannot be undertaken until the new standards are launched. Pearson will undertake detailed mapping as soon as the new standards are available.

Higher level skills and abilities

Learners will be expected to develop the following skills during the programme of study:

- analysing, synthesising and summarising information critically
- the ability to read and use appropriate literature with a full and critical understanding
- the ability to think independently and solve problems
- obtaining and integrating several lines of subject-specific evidence to formulate and test hypotheses
- applying subject knowledge and understanding to address familiar and unfamiliar problems
- recognising the moral and ethical issues of early years practice and research; appreciating the need for ethical standards and professional codes of conduct; reflecting on practice and continuing development
- an appreciation of interdisciplinary approaches to early years practice to meet the needs of children and their families and in support of emerging roles and responsibilities across settings and services
- leadership and management within multi disciplinary teams and enhanced interagency working
- designing, planning, conducting and reporting on early years research
- the capacity to give a clear and accurate account of a subject, marshal arguments in a mature way and engage in debate and dialogue both with specialists and non-specialists.

Entry prerequisites

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a HN qualification. For learners who have recently been in education, the entry profile is likely to include one of the following:

- a BTEC National Certificate or Diploma in early years
- an AVCE/Advanced GNVQ in an appropriate vocational area (e.g. Health and Social Care)
- a GCE Advanced level profile which demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C
- other related Level 3 qualifications
- an Access to Higher Education Certificate awarded by an approved further education institution
- a level 3 or 4 NVQ in a related area
- related work experience.

Mature learners may present a more varied profile of achievement that is likely to include extensive work experience (paid and/or unpaid) and/or achievement of a range of professional qualifications in their work sector.

The BTEC Higher Nationals provide opportunities for training for appropriate employees to facilitate workforce development and individual continuing professional development. The Higher Nationals also enhance transfer and flexibility for both career development and progression opportunities.

Annexe C

Wider curriculum mapping

Advanced Practice in Work with Children and Families: Higher National units	Environmental	Moral and ethical	Spiritual	Social and cultural	European developments
Unit 1: Continuing Development		✓		✓	✓
Unit 2: Communicating. Values and Leadership in an Early Years Environment		✓		✓	
Unit 3: Theories of Development: Birth to Three				✓	
Unit 4: Early Years Curriculum, Play and Learning		✓	✓	✓	✓
Unit 5: Theories of Development: Three Plus		✓		✓	
Unit 6: Early Years Research and Project		✓		✓	
Unit 7: Understanding Children's Behaviour		✓		✓	✓
Unit 8: Child Protection		✓	✓	✓	✓
Unit 9: Professional Practice	✓	✓		✓	
Unit 10: Health Promotion for Early Years Practitioners		✓		✓	
Unit 11: Understanding Medical Conditions for Early Years Practitioners		✓	✓	✓	
Unit 12: Contemporary Issues in Child Health		✓	✓	✓	
Unit 13: Promoting Language Development		✓		✓	
Unit 14: Promoting Numeracy Skills		✓		✓	
Unit 15: Promoting Knowledge and Understanding of the World	✓	✓	✓	✓	✓
Unit 16: Effective Resource Management	✓	✓		✓	
Unit 17: Effective Leadership		✓		✓	
Unit 18: Managing the Inspection		✓		✓	
Unit 19: Working with Families		✓	✓	✓	
Unit 20: Developing Play in the Early Years		✓		✓	
Unit 21: Concepts of Inclusiveness and the Early Years Environment		✓		✓	
Unit 22: Effects of Sensory Loss on Early Childhood Development		✓	✓	✓	

Advanced Practice in Work with Children and Families: Higher National units	Environmental	Moral and ethical	Spiritual	Social and cultural	European developments
Unit 23: Managing the Early Years Curriculum	✓	✓		✓	
Unit 24: Safety and Risk Management in Early Years Care and Education		✓		✓	✓
Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia		✓		✓	
Unit 26: Environmental Issues for the Early Years	✓	✓		✓	✓
Unit 27: Pedagogic Issues for the Early Years		✓		✓	
Unit 28: Project Management for Early Years Practitioners		✓		✓	
Unit 29: Development and Play: Theory and Practice		✓	✓	✓	
Unit 30: Professional Practice for Hospital Play Specialists		✓	✓	✓	
Unit 31: Specialised Play: Hospital and Community		✓	✓	✓	
Unit 32: Specific Needs: Support through Play		✓	✓	✓	✓
Unit 33: Play Services: Organisation and Management		✓		✓	
Unit 34: Hospital Play Project		✓		✓	

Annexe D

National Occupational Standards

Mapping against NVQ in Early Years Care and Education — Level 4

The following grid maps the knowledge covered in the Level 4 NVQ in Early Years Care and Education against the underpinning knowledge of the Pearson BTEC Level 5 Higher National Certificate/Diploma in Advanced Practice in Work with Children and Families.

KEY

✓ indicates that the BTEC cover all of the underpinning knowledge of the NVQ unit

indicates that coverage of the level 4 competencies could be possible dependent upon the nature of the professional practice setting

HNC/D titles	Unit 1: Continuing Development	Unit 2: Communicating, Values and Leadership in an Early Years Environment	Unit 3: Theories of Development: Birth to Three	Unit 4: Early Years Curriculum, Play and Learning	Unit 5: Theories of Development: Three Plus	Unit 6: Early Years Research and Project	Unit 7: Understanding Children's Behaviour	Unit 8: Child Protection	Unit 9: Professional Practice	Unit 10: Health Promotion for Early Years Practitioners	Unit 11: Understanding Medical Conditions for Early Years Practitioners	Unit 12: Contemporary Issues in Child Health	Unit 13: Promoting Language Development	Unit 14: Promoting Numeracy Skills	Unit 15: Promoting Knowledge and Understanding of the World	Unit 16: Effective Resource Management	Unit 17: Effective Leadership
NVQ unit titles																	
EY C19: Work with children with specific learning difficulties	✓	✓					✓		#		✓	✓	✓				
EY C20: Support children that have been abused	✓	✓					✓		#			✓					
EY C21: Develop, implement and evaluate specific plans and activities to meet individual needs of children	✓	✓		✓			✓		#		✓						

HNC/D titles	NVQ unit titles		
	Unit 1: Continuing Development	✓	✓
	Unit 2: Communicating, Values and Leadership in an Early Years Environment	✓	✓
	Unit 3: Theories of Development: Birth to Three		
	Unit 4: Early Years Curriculum, Play and Learning		
	Unit 5: Theories of Development: Three Plus		
	Unit 6: Early Years Research and Project		
	Unit 7: Understanding Children's Behaviour	✓	✓
	Unit 8: Child Protection		
	Unit 9: Professional Practice	#	#
	Unit 10: Health Promotion for Early Years Practitioners		
	Unit 11: Understanding Medical Conditions for Early Years Practitioners	✓	✓
	Unit 12: Contemporary Issues in Child Health	✓	✓
	Unit 13: Promoting Language Development	✓	✓
	Unit 14: Promoting Numeracy Skills		
	Unit 15: Promoting Knowledge and Understanding of the World		
	Unit 16: Effective Resource Management		
	Unit 17: Effective Leadership		
	EY C22: Assess and enhance the personal, social and emotional development of children		
	EY C23: Co-ordinate and support children with Special Educational Needs		

HNC/D titles	NVQ unit titles	Unit 1: Continuing Development	Unit 2: Communicating, Values and Leadership in an Early Years Environment	Unit 3: Theories of Development: Birth to Three	Unit 4: Early Years Curriculum, Play and Learning	Unit 5: Theories of Development: Three Plus	Unit 6: Early Years Research and Project	Unit 7: Understanding Children's Behaviour	Unit 8: Child Protection	Unit 9: Professional Practice	Unit 10: Health Promotion for Early Years Practitioners	Unit 11: Understanding Medical Conditions for Early Years Practitioners	Unit 12: Contemporary Issues in Child Health	Unit 13: Promoting Language Development	Unit 14: Promoting Numeracy Skills	Unit 15: Promoting Knowledge and Understanding of the World	Unit 16: Effective Resource Management	Unit 17: Effective Leadership
	EY C26: Work with teachers to enhance children's learning	✓	✓		✓			✓		#		✓						
	EY C27: Enable children to participate confidently and effectively in activities	✓	✓		✓			✓		#		✓	✓	✓				
	EY C28: Assess and enhance the intellectual and cognitive development of children	✓					✓	✓		#		✓	✓	✓				
	EY C29: Evaluate and use pedagogy and communication techniques	✓					✓	✓		#			✓	✓				
	EY C30: Support the care and development of babies in partnership with their parents	✓					✓	✓		#		✓	✓					
	EY C31: Evaluate and use ICT to support children's learning and development	✓					✓			#								
	EY C32: Manage sessions with groups of children	✓						✓		#			✓				✓	

HNC/D titles	NVQ unit titles	Unit 1: Continuing Development	Unit 2: Communicating, Values and Leadership in an Early Years Environment	Unit 3: Theories of Development: Birth to Three	Unit 4: Early Years Curriculum, Play and Learning	Unit 5: Theories of Development: Three Plus	Unit 6: Early Years Research and Project	Unit 7: Understanding Children's Behaviour	Unit 8: Child Protection	Unit 9: Professional Practice	Unit 10: Health Promotion for Early Years Practitioners	Unit 11: Understanding Medical Conditions for Early Years Practitioners	Unit 12: Contemporary Issues in Child Health	Unit 13: Promoting Language Development	Unit 14: Promoting Numeracy Skills	Unit 15: Promoting Knowledge and Understanding of the World	Unit 16: Effective Resource Management	Unit 17: Effective Leadership
	EY C33: Support the literacy needs of children	✓						✓		#			✓					
	EY C34: Support children's development in mathematics	✓						✓		#					✓			
	EY C35: Support the development of children's scientific knowledge, understanding and skills	✓								#								

HNC/D titles	Unit 1: Continuing Development	Unit 2: Communicating, Values and Leadership in an Early Years Environment	Unit 3: Theories of Development: Birth to Three	Unit 4: Early Years Curriculum, Play and Learning	Unit 5: Theories of Development: Three Plus	Unit 6: Early Years Research and Project	Unit 7: Understanding Children's Behaviour	Unit 8: Child Protection	Unit 9: Professional Practice	Unit 10: Health Promotion for Early Years Practitioners	Unit 11: Understanding Medical Conditions for Early Years Practitioners	Unit 12: Contemporary Issues in Child Health	Unit 13: Promoting Language Development	Unit 14: Promoting Numeracy Skills	Unit 15: Promoting Knowledge and Understanding of the World	Unit 16: Effective Resource Management	Unit 17: Effective Leadership
	✓						✓		#								
EY D1: Support the development of new provision and services	✓						✓		#								
EY D2: Support Early Years providers to meet their needs	✓						✓		#								
EY D3: Contribute to the revision of policies, procedures, regulations and practice for the registration and inspection	✓					✓			#								
EY D7: Access review and update your own knowledge of significant and emerging theory and practice	✓	✓	✓	✓	✓	✓	✓	✓	#		✓	✓	✓	✓			
EY D8: Prepare to visit and report on the outcomes of visiting Early Years settings	✓								#						✓	✓	
EY D9: Support organisational development	✓	✓							#							✓	✓

HNC/D titles	NVQ unit titles	Unit 1: Continuing Development	Unit 2: Communicating, Values and Leadership in an Early Years Environment	Unit 3: Theories of Development: Birth to Three	Unit 4: Early Years Curriculum, Play and Learning	Unit 5: Theories of Development: Three Plus	Unit 6: Early Years Research and Project	Unit 7: Understanding Children's Behaviour	Unit 8: Child Protection	Unit 9: Professional Practice	Unit 10: Health Promotion for Early Years Practitioners	Unit 11: Understanding Medical Conditions for Early Years Practitioners	Unit 12: Contemporary Issues in Child Health	Unit 13: Promoting Language Development	Unit 14: Promoting Numeracy Skills	Unit 15: Promoting Knowledge and Understanding of the World	Unit 16: Effective Resource Management	Unit 17: Effective Leadership	
	EY D10: Contribute to the enhancement of educational experiences within Early Years settings	✓			✓					#				✓	✓				
	EY D11: Observe procedures and practice	✓					✓			#									
	EY D12: Ensure premises and people comply with quality assurance requirements	✓								#							✓	✓	

HNC/D titles	Unit 1: Continuing Development	Unit 2: Communicating, Values and Leadership in an Early Years Environment	Unit 3: Theories of Development: Birth to Three	Unit 4: Early Years Curriculum, Play and Learning	Unit 5: Theories of Development: Three Plus	Unit 6: Early Years Research and Project	Unit 7: Understanding Children's Behaviour	Unit 8: Child Protection	Unit 9: Professional Practice	Unit 10: Health Promotion for Early Years Practitioners	Unit 11: Understanding Medical Conditions for Early Years Practitioners	Unit 12: Contemporary Issues in Child Health	Unit 13: Promoting Language Development	Unit 14: Promoting Numeracy Skills	Unit 15: Promoting Knowledge and Understanding of the World	Unit 16: Effective Resource Management	Unit 17: Effective Leadership
	✓								#							✓	
EY D13: Ensure compliance with quality assurance requirements	✓								#							✓	
EY D14: Evaluate the educational provision in Early Years settings	✓	✓							#								
EY D15: Provide feedback on quality assurance visits									#								
EY D16: Promote improvement through the review of practice	✓																
EY D17: Maintain consistency and quality of judgement when evaluating provision	✓								#							✓	
EY D18: Present evidence to support judgements	✓								#							✓	
EY D19: Establish and sustain relationships with Early Years provision	✓								#								✓

HNC/D titles	NVQ unit titles	Unit 1: Continuing Development	Unit 2: Communicating, Values and Leadership in an Early Years Environment	Unit 3: Theories of Development: Birth to Three	Unit 4: Early Years Curriculum, Play and Learning	Unit 5: Theories of Development: Three Plus	Unit 6: Early Years Research and Project	Unit 7: Understanding Children's Behaviour	Unit 8: Child Protection	Unit 9: Professional Practice	Unit 10: Health Promotion for Early Years Practitioners	Unit 11: Understanding Medical Conditions for Early Years Practitioners	Unit 12: Contemporary Issues in Child Health	Unit 13: Promoting Language Development	Unit 14: Promoting Numeracy Skills	Unit 15: Promoting Knowledge and Understanding of the World	Unit 16: Effective Resource Management	Unit 17: Effective Leadership
	EY D20: Evaluate the care and safety provision within the setting	✓	✓				✓		✓	#		✓					✓	✓
	EY M9: Carry out management responsibilities in child health, safety and protection	✓	✓					✓	✓	#	✓	✓	✓				✓	✓
	EY M21: Manage the curriculum	✓			✓										✓			✓

HNC/D titles	NVQ unit titles	Unit 1: Continuing Development	Unit 2: Communicating, Values and Leadership in an Early Years Environment	Unit 3: Theories of Development: Birth to Three	Unit 4: Early Years Curriculum, Play and Learning	Unit 5: Theories of Development: Three Plus	Unit 6: Early Years Research and Project	Unit 7: Understanding Children's Behaviour	Unit 8: Child Protection	Unit 9: Professional Practice	Unit 10: Health Promotion for Early Years Practitioners	Unit 11: Understanding Medical Conditions for Early Years Practitioners	Unit 12: Contemporary Issues in Child Health	Unit 13: Promoting Language Development	Unit 14: Promoting Numeracy Skills	Unit 15: Promoting Knowledge and Understanding of the World	Unit 16: Effective Resource Management	Unit 17: Effective Leadership
	EY M22: Manage the observation and assessment of children's development and behaviour	✓	✓		✓		✓	✓	✓	#		✓		✓		✓		
	EY P10: Work with parents to enhance their children's learning and development	✓						✓		#		✓	✓					
	EY P11: Manage relationships with parents	✓						✓		#		✓	✓					
	MC1 A2: Manage activities to meet requirements	✓	✓		✓					#				✓	✓			
	MC1 A4: Contribute to improvements at work	✓			✓		✓			#				✓	✓			
	MC1 B2: Manage the use of physical resources	✓	✓							#				✓	✓	✓		
	MC1 B3: Manage the use of financial resources	✓	✓							#						✓		
	MC1 C2: Develop your own resources	✓					✓			#								

HNC/D titles																	
NVQ unit titles	Unit 1: Continuing Development	Unit 2: Communicating, Values and Leadership in an Early Years Environment	Unit 3: Theories of Development: Birth to Three	Unit 4: Early Years Curriculum, Play and Learning	Unit 5: Theories of Development: Three Plus	Unit 6: Early Years Research and Project	Unit 7: Understanding Children's Behaviour	Unit 8: Child Protection	Unit 9: Professional Practice	Unit 10: Health Promotion for Early Years Practitioners	Unit 11: Understanding Medical Conditions for Early Years Practitioners	Unit 12: Contemporary Issues in Child Health	Unit 13: Promoting Language Development	Unit 14: Promoting Numeracy Skills	Unit 15: Promoting Knowledge and Understanding of the World	Unit 16: Effective Resource Management	Unit 17: Effective Leadership
MC1 C5: Develop productive working relationships	✓	✓					✓		#			✓				✓	
MC1 C8: Select personnel for activities	✓								#								
MC1 C10: Develop teams and individuals to enhance performance	✓								#								

HNC/D titles	Unit 1: Continuing Development	Unit 2: Communicating, Values and Leadership in an Early Years Environment	Unit 3: Theories of Development: Birth to Three	Unit 4: Early Years Curriculum, Play and Learning	Unit 5: Theories of Development: Three Plus	Unit 6: Early Years Research and Project	Unit 7: Understanding Children's Behaviour	Unit 8: Child Protection	Unit 9: Professional Practice	Unit 10: Health Promotion for Early Years Practitioners	Unit 11: Understanding Medical Conditions for Early Years Practitioners	Unit 12: Contemporary Issues in Child Health	Unit 13: Promoting Language Development	Unit 14: Promoting Numeracy Skills	Unit 15: Promoting Knowledge and Understanding of the World	Unit 16: Effective Resource Management	Unit 17: Effective Leadership
	✓								#								
MC1 C13: Manage the performance of teams and individuals	✓								#			✓					
MC1 D2: Facilitate meetings	✓								#			✓				✓	
MC1 D4: Provide information to support decision making	✓	✓				✓			#		✓					✓	
SPRITO A11: Assist the organisation to develop and implement policies	✓								#							✓	
SPRITO B215: Promote services						✓			#								
SPRITO B216: Co-ordinate support to others	✓	✓							#			✓				✓	
SPRITO PB23: Promote children's development through play	✓			✓			✓		#								
SPRITO PC12: Promote positive relationships in the play environment	✓						✓		#								

HNC/D titles	NVQ unit titles	Unit 1: Continuing Development	Unit 2: Communicating, Values and Leadership in an Early Years Environment	Unit 3: Theories of Development: Birth to Three	Unit 4: Early Years Curriculum, Play and Learning	Unit 5: Theories of Development: Three Plus	Unit 6: Early Years Research and Project	Unit 7: Understanding Children's Behaviour	Unit 8: Child Protection	Unit 9: Professional Practice	Unit 10: Health Promotion for Early Years Practitioners	Unit 11: Understanding Medical Conditions for Early Years Practitioners	Unit 12: Contemporary Issues in Child Health	Unit 13: Promoting Language Development	Unit 14: Promoting Numeracy Skills	Unit 15: Promoting Knowledge and Understanding of the World	Unit 16: Effective Resource Management	Unit 17: Effective Leadership	
	TDLB A22: Identify individual learning needs	✓								#		✓		✓					
	TDLB B33: Prepare and develop resources to support learning	✓								#									
	TDLB C26: Support and advise individual learners	✓											✓						

HNC/D titles	NVQ unit titles	Unit 1: Continuing Development	Unit 2: Communicating, Values and Leadership in an Early Years Environment	Unit 3: Theories of Development: Birth to Three	Unit 4: Early Years Curriculum, Play and Learning	Unit 5: Theories of Development: Three Plus	Unit 6: Early Years Research and Project	Unit 7: Understanding Children's Behaviour	Unit 8: Child Protection	Unit 9: Professional Practice	Unit 10: Health Promotion for Early Years Practitioners	Unit 11: Understanding Medical Conditions for Early Years Practitioners	Unit 12: Contemporary Issues in Child Health	Unit 13: Promoting Language Development	Unit 14: Promoting Numeracy Skills	Unit 15: Promoting Knowledge and Understanding of the World	Unit 16: Effective Resource Management	Unit 17: Effective Leadership
	TDLB D21: Assess individuals for non-competence based assessment systems	✓																
	TDLB D32: Assess candidate performance	✓																
	TDLB D33: Assess candidates using differing sources of evidence	✓																

HNC/D titles	NVQ unit titles	Unit 18: Managing the Inspection	Unit 19: Working with Families	Unit 20: Developing Play in the Early Years	Unit 21: Concepts of Inclusiveness and the Early Years Environment	Unit 22: Effects of Sensory Loss on Early Childhood Development	Unit 23: Managing the Early Years Curriculum	Unit 24: Safety and Risk Management in Early Years Care and Education	Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia	Unit 26: Environmental Issues for the Early Years	Unit 27: Pedagogic Issues for the Early Years	Unit 28: Project Management for Early Years Practitioners	Unit 29: Development and Play: Theory and Practice	Unit 30: Professional Practice for Hospital Play Specialists	Unit 31: Specialised Play: Hospital and Community Support through Play	Unit 32: Specific Needs: Support through Play	Unit 33: Play Services: Organisation and Management	Unit 34: Hospital Play Project
	EY C19: Work with children with specific learning difficulties		✓		✓	✓			✓									
	EY C20: Support children that have been abused		✓					✓										
	EY C21: Develop, implement and evaluate specific plans and activities to meet individual needs of children		✓		✓	✓		✓	✓									
	EY C22: Assess and enhance the personal, social and emotional development of children		✓		✓	✓			✓		✓							
	EY C23: Co-ordinate and support children with Special Educational Needs		✓		✓	✓			✓									
	EY C26: Work with teachers to enhance children's learning			✓														

HNC/D titles							
NVQ unit titles	Unit 18: Managing the Inspection	Unit 19: Working with Families	Unit 20: Developing Play in the Early Years	Unit 21: Concepts of Inclusiveness and the Early Years Environment	Unit 22: Effects of Sensory Loss on Early Childhood Development	Unit 23: Managing the Early Years Curriculum	Unit 24: Safety and Risk Management in Early Years Care and Education
EY C27: Enable children to participate confidently and effectively in activities		✓	✓	✓	✓		✓
EY C28: Assess and enhance the intellectual and cognitive development of children		✓	✓	✓	✓		✓
EY C29: Evaluate and use pedagogy and communication techniques		✓	✓				
EY C30: Support the care and development of babies in partnership with their parents		✓					
EY C31: Evaluate and use ICT to support children's learning and development			✓				
EY C32: Manage sessions with groups of children		✓					
	Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia	Unit 26: Environmental Issues for the Early Years	Unit 27: Pedagogic Issues for the Early Years	Unit 28: Project Management for Early Years Practitioners	Unit 29: Development and Play: Theory and Practice	Unit 30: Professional Practice for Hospital Play Specialists	Unit 31: Specialised Play: Hospital and Community
	Unit 32: Specific Needs: Support through Play	Unit 33: Play Services: Organisation and Management	Unit 34: Hospital Play Project				

HNC/D titles	NVQ unit titles	Unit 18: Managing the Inspection	Unit 19: Working with Families	Unit 20: Developing Play in the Early Years	Unit 21: Concepts of Inclusiveness and the Early Years Environment	Unit 22: Effects of Sensory Loss on Early Childhood Development	Unit 23: Managing the Early Years Curriculum	Unit 24: Safety and Risk Management in Early Years Care and Education	Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia	Unit 26: Environmental Issues for the Early Years	Unit 27: Pedagogic Issues for the Early Years	Unit 28: Project Management for Early Years Practitioners	Unit 29: Development and Play: Theory and Practice	Unit 30: Professional Practice for Hospital Play Specialists	Unit 31: Specialised Play: Hospital and Community Support through Play	Unit 32: Specific Needs: Support through Play	Unit 33: Play Services: Organisation and Management	Unit 34: Hospital Play Project
	EY C33: Support the literacy needs of children			✓														
	EY C34: Support children's development in mathematics			✓														
	EY C35: Support the development of children's scientific knowledge, understanding and skills									✓								
	EY D1: Support the development of new provision and services																	
	EY D2: Support Early Years providers to meet their needs																	
	EY D3: Contribute to the revision of policies, procedures, regulations and practice for the registration and inspection																	

HNC/D titles	NVQ unit titles	Unit 18: Managing the Inspection	Unit 19: Working with Families	Unit 20: Developing Play in the Early Years	Unit 21: Concepts of Inclusiveness and the Early Years Environment	Unit 22: Effects of Sensory Loss on Early Childhood Development	Unit 23: Managing the Early Years Curriculum	Unit 24: Safety and Risk Management in Early Years Care and Education	Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia	Unit 26: Environmental Issues for the Early Years	Unit 27: Pedagogic Issues for the Early Years	Unit 28: Project Management for Early Years Practitioners	Unit 29: Development and Play: Theory and Practice	Unit 30: Professional Practice for Hospital Play Specialists	Unit 31: Specialised Play: Hospital and Community Support through Play	Unit 32: Specific Needs: Support through Play	Unit 33: Play Services: Organisation and Management	Unit 34: Hospital Play Project
	EY D7: Access review and update your own knowledge of significant and emerging theory and practice		✓	✓							✓							
	EY D8: Prepare to visit and report on the outcomes of visiting Early Years settings																	
	EY D9: Support organisational development	✓																
	EY D10: Contribute to the enhancement of educational experiences within Early Years settings																	
	EY D11: Observe procedures and practice																	

HNC/D titles	NVQ unit titles	Unit 18: Managing the Inspection	Unit 19: Working with Families	Unit 20: Developing Play in the Early Years	Unit 21: Concepts of Inclusiveness and the Early Years Environment	Unit 22: Effects of Sensory Loss on Early Childhood Development	Unit 23: Managing the Early Years Curriculum	Unit 24: Safety and Risk Management in Early Years Care and Education	Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia	Unit 26: Environmental Issues for the Early Years	Unit 27: Pedagogic Issues for the Early Years	Unit 28: Project Management for Early Years Practitioners	Unit 29: Development and Play: Theory and Practice	Unit 30: Professional Practice for Hospital Play Specialists	Unit 31: Specialised Play: Hospital and Community Support through Play	Unit 32: Specific Needs: Support through Play	Unit 33: Play Services: Organisation and Management	Unit 34: Hospital Play Project
	EY D12: Ensure premises and people comply with quality assurance requirements	✓						✓										
	EY D13: Ensure compliance with quality assurance requirements	✓						✓										
	EY D14: Evaluate the educational provision in Early Years settings																	
	EY D15: Provide feedback on quality assurance visits																	
	EY D16: Promote improvement through the review of practice																	
	EY D17: Maintain consistency and quality of judgement when evaluating provision																	
	EY D18: Present evidence to support judgements																	

HNC/D titles	NVQ unit titles	Unit 18: Managing the Inspection	Unit 19: Working with Families	Unit 20: Developing Play in the Early Years	Unit 21: Concepts of Inclusiveness and the Early Years Environment	Unit 22: Effects of Sensory Loss on Early Childhood Development	Unit 23: Managing the Early Years Curriculum	Unit 24: Safety and Risk Management in Early Years Care and Education	Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia	Unit 26: Environmental Issues for the Early Years	Unit 27: Pedagogic Issues for the Early Years	Unit 28: Project Management for Early Years Practitioners	Unit 29: Development and Play: Theory and Practice	Unit 30: Professional Practice for Hospital Play Specialists	Unit 31: Specialised Play: Hospital and Community Support through Play	Unit 32: Specific Needs: Support through Play	Unit 33: Play Services: Organisation and Management	Unit 34: Hospital Play Project
	EY D19: Establish and sustain relationships with Early Years provision		✓															
	EY D20: Evaluate the care and safety provision within the setting							✓										
	EY M9: Carry out management responsibilities in child health, safety and protection							✓										
	EY M21: Manage the curriculum																	
	EY M22: Manage the observation and assessment of children's development and behaviour		✓		✓													
	EY P10: Work with parents to enhance their children's learning and development		✓		✓													

HNC/D titles	NVQ unit titles	Unit 18: Managing the Inspection	Unit 19: Working with Families	Unit 20: Developing Play in the Early Years	Unit 21: Concepts of Inclusiveness and the Early Years Environment	Unit 22: Effects of Sensory Loss on Early Childhood Development	Unit 23: Managing the Early Years Curriculum	Unit 24: Safety and Risk Management in Early Years Care and Education	Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia	Unit 26: Environmental Issues for the Early Years	Unit 27: Pedagogic Issues for the Early Years	Unit 28: Project Management for Early Years Practitioners	Unit 29: Development and Play: Theory and Practice	Unit 30: Professional Practice for Hospital Play Specialists	Unit 31: Specialised Play: Hospital and Community Support through Play	Unit 32: Specific Needs: Support through Play	Unit 33: Play Services: Organisation and Management	Unit 34: Hospital Play Project
	EY P11: Manage relationships with parents		✓		✓	✓			✓									
	MC1 A2: Manage activities to meet requirements		✓															
	MC1 A4: Contribute to improvements at work																	
	MC1 B2: Manage the use of physical resources							✓										
	MC1 B3: Manage the use of financial resources																	
	MC1 C2: Develop your own resources																	
	MC1 C5: Develop productive working relationships		✓															
	MC1 C8: Select personnel for activities																	
	MC1 C10: Develop teams and individuals to enhance performance																	

HNC/ D titles	NVQ unit titles	Unit 18: Managing the Inspection	Unit 19: Working with Families	Unit 20: Developing Play in the Early Years	Unit 21: Concepts of Inclusiveness and the Early Years Environment	Unit 22: Effects of Sensory Loss on Early Childhood Development	Unit 23: Managing the Early Years Curriculum	Unit 24: Safety and Risk Management in Early Years Care and Education	Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia	Unit 26: Environmental Issues for the Early Years	Unit 27: Pedagogic Issues for the Early Years	Unit 28: Project Management for Early Years Practitioners	Unit 29: Development and Play: Theory and Practice	Unit 30: Professional Practice for Hospital Play Specialists	Unit 31: Specialised Play: Hospital and Community Support through Play	Unit 32: Specific Needs: Support through Play	Unit 33: Play Services: Organisation and Management	Unit 34: Hospital Play Project
	MC1 C13: Manage the performance of teams and individuals							✓										
	MC1 D2: Facilitate meetings		✓															
	MC1 D4: Provide information to support decision making		✓															
	SPRITO A11: Assist the organisation to develop and implement policies		✓															
	SPRITO B215: Promote services																	
	SPRITO B216: Co-ordinate support to others		✓															
	SPRITO PB23: Promote children's development through play																	

HNC/D titles	NVQ unit titles	Unit 18: Managing the Inspection	Unit 20: Developing Play in the Early Years	Unit 21: Concepts of Inclusiveness and the Early Years Environment	Unit 22: Effects of Sensory Loss on Early Childhood Development	Unit 23: Managing the Early Years Curriculum	Unit 24: Safety and Risk Management in Early Years Care and Education	Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia	Unit 26: Environmental Issues for the Early Years	Unit 27: Pedagogic Issues for the Early Years	Unit 28: Project Management for Early Years Practitioners	Unit 29: Development and Play: Theory and Practice	Unit 30: Professional Practice for Hospital Play Specialists	Unit 31: Specialised Play: Hospital and Community Support through Play	Unit 32: Specific Needs: Support through Play	Unit 33: Play Services: Organisation and Management	Unit 34: Hospital Play Project
	SPRITO PC12: Promote positive relationships in the play environment																
	TDLB A22: Identify individual learning needs			✓	✓			✓									
	TDLB B33: Prepare and develop resources to support learning																
	TDLB C26: Support and advise individual learners																
	TDLB D21: Assess individuals for non-competence based assessment systems																
	TDLB D32: Assess candidate performance																
	TDLB D33: Assess candidates using differing sources of evidence																

Annexe E

Continuing Development outcomes mapping

This following grid identifies where opportunities for producing evidence for *Unit 1: Continuing Development* may exist. Staff must check that learners have produced evidence for which they are cross referencing. The numbers refer to the learning outcomes within each unit.

	Unit 2: Communicating, Values and Leadership in an Early Years Environment	Unit 5: Theories of Development: Three Plus	Unit 6: Early Years Research and Project	Unit 7: Understanding Children's Behaviour	Unit 8: Child Protection	Unit 9: Professional Practice	Unit 10: Health Promotion for Early Years Practitioners	Unit 11: Understanding Medical Conditions for Early Years Practitioners	Unit 12: Contemporary Issues in Child Health	Unit 13: Promoting Language Development	Unit 14: Promoting Numeracy Skills	Unit 15: Promoting Knowledge and Understanding of the World	Unit 16: Effective Resource Management	Unit 17: Effective Leadership	Unit 18: Managing the Inspection	Unit 19: Working with Families	Unit 20: Developing Play in the Early Years
Examine the concept of Professionalism and articulate the significance of a multi-professional approach to practice	1 2 3 4				4	2 3 4			3								
Understand the ways in which the wider political and economic climate impinges on the children's life experience both at home and within the care settings				4	2		3		2	4	3 4					3 4	3
Evaluate own effectiveness within the team and make recommendations for personal initiatives	1 2 3 4	1 2 4	4		4	1 2	4	4	3	2 3	3 4	2 3 4				3 4	4
Analyse effectiveness of the models and styles of leadership in early years	1 2 3 4						4										

	Unit 21: Concepts of Inclusiveness and the Early Years Environment	Unit 22: Effects of Sensory Loss on Early Childhood Development	Unit 23: Managing the Curriculum	Unit 24: Safety and Risk Management in Early Years Care and Education	Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia	Unit 26: Environmental Issues for the Early Years	Unit 27: Pedagogic Issues for the Early Years	Unit 28: Project Management for Early Years Practitioners
Examine the concept of Professionalism and articulate the significance of a multi-professional approach to practice	2 3 4			1 2 3	4			
Understand the ways in which the wider political and economic climate impinges on the children's life experience both at home and within the care settings	3 4		1 3 4	1 2 3	4	2		
Evaluate own effectiveness within the team and make recommendations for personal initiatives	3	2 3 4		1 2 3	4	4	3 4	
Analyse effectiveness of the models and styles of leadership in early years	3			4				

Annexe F

Day Care Standards mapping

Mapping against Full Day Care Standards

The following grid maps the content of the units to the full day care national standards for under 8s which are produced by the Department for Education and Skills

KEY

- ✓ indicates that the **Pearson BTEC Level 5 Higher National in Advanced Practice in Work with Children and Families** cover all of the National Day Care Standard
- # indicates that coverage of the National Day Care Standards could be possible dependent upon the topic chosen for *Unit 28: Project Management for Early Years Practitioners*

HNC/D titles	Unit 1: Continuing Development	Unit 2: Communicating, Values and Leadership in an Early Years Environment	Unit 3: Theories of Development: Birth to Three	Unit 4: Early Years Curriculum, Play and Learning	Unit 5: Theories of Development: Three Plus	Unit 6: Early Years Research and Project	Unit 7: Understanding Children's Behaviour	Unit 8: Child Protection	Unit 9: Professional Practice	Unit 10: Health Promotion for Early Years Practitioners	Unit 11: Understanding Medical Conditions for Early Years Practitioners	Unit 12: Contemporary Issues in Child Health	Unit 13: Promoting Language Development	Unit 14: Promoting Numeracy Skills	Unit 15: Promoting Knowledge and Understanding of the World
National Day Care Standards															
Standard 1 <i>Suitable person:</i> Adults providing day care, looking after children or having unsupervised access to them are suitable to do so	✓	✓						✓	✓						
Standard 2 <i>Organisation:</i> The registered person meets adult:child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively	✓	✓							✓						

<p style="text-align: center;">HNC/D titles</p> <hr/> <p style="text-align: center;">National Day Care Standards</p> <p>Standard 3 <i>Care, learning and play:</i> The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and plan opportunities to develop children's emotional, physical, social and intellectual capabilities</p>	Unit 1: Continuing Development	✓
	Unit 2: Communicating, Values and Leadership in an Early Years Environment	✓
	Unit 3: Theories of Development: Birth to Three	✓
	Unit 4: Early Years Curriculum, Play and Learning	✓
	Unit 5: Theories of Development: Three Plus	✓
	Unit 6: Early Years Research and Project	
	Unit 7: Understanding Children's Behaviour	
	Unit 8: Child Protection	
	Unit 9: Professional Practice	✓
	Unit 10: Health Promotion for Early Years Practitioners	✓
	Unit 11: Understanding Medical Conditions for Early Years Practitioners	
	Unit 12: Contemporary Issues in Child Health	
	Unit 13: Promoting Language Development	✓
	Unit 14: Promoting Numeracy Skills	✓
	Unit 15: Promoting Knowledge and Understanding of the World	✓

HNC/D titles	National Day Care Standards	Unit 1: Continuing Development	Unit 2: Communicating, Values and Leadership in an Early Years Environment	Unit 3: Theories of Development: Birth to Three	Unit 4: Early Years Curriculum, Play and Learning	Unit 5: Theories of Development: Three Plus	Unit 6: Early Years Research and Project	Unit 7: Understanding Children's Behaviour	Unit 8: Child Protection	Unit 9: Professional Practice	Unit 10: Health Promotion for Early Years Practitioners	Unit 11: Understanding Medical Conditions for Early Years Practitioners	Unit 12: Contemporary Issues in Child Health	Unit 13: Promoting Language Development	Unit 14: Promoting Numeracy Skills	Unit 15: Promoting Knowledge and Understanding of the World
	Standard 4 <i>Physical environment:</i> The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development	✓	✓							✓						
	Standard 5 <i>Equipment:</i> Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards	✓	✓							✓						
	Standard 6 <i>Safety:</i> The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents										✓	✓				

HNC/D titles		Unit 1: Continuing Development	Unit 2: Communicating, Values and Leadership in an Early Years Environment	Unit 3: Theories of Development: Birth to Three	Unit 4: Early Years Curriculum, Play and Learning	Unit 5: Theories of Development: Three Plus	Unit 6: Early Years Research and Project	Unit 7: Understanding Children's Behaviour	Unit 8: Child Protection	Unit 9: Professional Practice	Unit 10: Health Promotion for Early Years Practitioners	Unit 11: Understanding Medical Conditions for Early Years Practitioners	Unit 12: Contemporary Issues in Child Health	Unit 13: Promoting Language Development	Unit 14: Promoting Numeracy Skills	Unit 15: Promoting Knowledge and Understanding of the World
National Day Care Standards	Standard 7 <i>Health:</i> The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill									✓	✓	✓				
	Standard 8 <i>Food and drink:</i> Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements											✓				
	Standard 9 <i>Equal Opportunities:</i> The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children	✓	✓													

HNC/D titles	Unit 1: Continuing Development	Unit 2: Communicating, Values and Leadership in an Early Years Environment	Unit 3: Theories of Development: Birth to Three	Unit 4: Early Years Curriculum, Play and Learning	Unit 5: Theories of Development: Three Plus	Unit 6: Early Years Research and Project	Unit 7: Understanding Children's Behaviour	Unit 8: Child Protection	Unit 9: Professional Practice	Unit 10: Health Promotion for Early Years Practitioners	Unit 11: Understanding Medical Conditions for Early Years Practitioners	Unit 12: Contemporary Issues in Child Health	Unit 13: Promoting Language Development	Unit 14: Promoting Numeracy Skills	Unit 15: Promoting Knowledge and Understanding of the World	
National Day Care Standards	Standard 10 <i>Special needs (including special educational needs and disabilities):</i> The registered person is aware that some children may have special needs and is proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	Standard 11 <i>Behaviour:</i> Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development	✓		✓		✓		✓	✓		✓					
	Standard 12 <i>Working in partnership with parents and carers:</i> The registered person and staff work in partnership with parents to meet the needs of the children, both individually and as a group. Information is shared	✓	✓						✓							

HNC/D titles		Unit 1: Continuing Development	Unit 2: Communicating, Values and Leadership in an Early Years Environment	Unit 3: Theories of Development: Birth to Three	Unit 4: Early Years Curriculum, Play and Learning	Unit 5: Theories of Development: Three Plus	Unit 6: Early Years Research and Project	Unit 7: Understanding Children's Behaviour	Unit 8: Child Protection	Unit 9: Professional Practice	Unit 10: Health Promotion for Early Years Practitioners	Unit 11: Understanding Medical Conditions for Early Years Practitioners	Unit 12: Contemporary Issues in Child Health	Unit 13: Promoting Language Development	Unit 14: Promoting Numeracy Skills	Unit 15: Promoting Knowledge and Understanding of the World
National Day Care Standards		Standard 13 <i>Child protection:</i> The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice	✓	✓					✓	✓						
		Standard 14 <i>Documentation:</i> Records, policies and procedures which are required for the efficient and safe management of the provision, and to promote the welfare, care and learning of the children are maintained. Records about individual children are shared with the child's parent	✓	✓							✓	✓				

HNC/D titles	Unit 16: Effective Resource Management	Unit 17: Effective Leadership	Unit 18: Managing the Inspection	Unit 19: Working with Families	Unit 20: Developing Play in the Early Years	Unit 21: Concepts of Inclusiveness and the Early Years Environment	Unit 22: Effects of Sensory Loss on Early Childhood Development	Unit 23: Managing the Early Years Curriculum	Unit 24: Safety and Risk Management in Early Years Care and Education	Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia	Unit 26: Environmental Issues for the Early Years	Unit 27: Pedagogic Issues for the Early Years	Unit 28: Project Management for Early Years Practitioners
Standard 1 <i>Suitable person:</i> Adults providing day care, looking after children or having unsupervised access to them are suitable to do so	✓	✓	✓						✓				#
Standard 2 <i>Organisation:</i> The registered person meets adult:child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively	✓	✓	✓		✓	✓			✓				#
Standard 3 <i>Care, learning and play:</i> The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and plan opportunities to develop children's emotional, physical, social and intellectual capabilities	✓		✓	✓	✓						✓	✓	#
Standard 4 <i>Physical environment:</i> The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development	✓		✓				✓		✓				#

<p style="text-align: center;">HNC/D titles</p> <hr/> <p style="text-align: center;">National Day Care Standards</p> <p>Standard 5 <i>Equipment:</i> Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards</p>	Unit 16: Effective Resource Management	✓
	Unit 17: Effective Leadership	
	Unit 18: Managing the Inspection	✓
	Unit 19: Working with Families	
	Unit 20: Developing Play in the Early Years	✓
	Unit 21: Concepts of Inclusiveness and the Early Years Environment	
	Unit 22: Effects of Sensory Loss on Early Childhood Development	
	Unit 23: Managing the Early Years Curriculum	
	Unit 24: Safety and Risk Management in Early Years Care and Education	✓
	Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia	
	Unit 26: Environmental Issues for the Early Years	
	Unit 27: Pedagogic Issues for the Early Years	
	Unit 28: Project Management for Early Years Practitioners	

HNC/D titles	
National Day Care Standards	
Standard 10 <i>Special needs (including special educational needs and disabilities):</i> The registered person is aware that some children may have special needs and is proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties	<p>Unit 16: Effective Resource Management ✓</p> <p>Unit 17: Effective Leadership</p> <p>Unit 18: Managing the Inspection ✓</p> <p>Unit 19: Working with Families</p> <p>Unit 20: Developing Play in the Early Years ✓</p> <p>Unit 21: Concepts of Inclusiveness and the Early Years Environment ✓</p> <p>Unit 22: Effects of Sensory Loss on Early Childhood Development ✓</p> <p>Unit 23: Managing the Early Years Curriculum</p> <p>Unit 24: Safety and Risk Management in Early Years Care and Education ✓</p> <p>Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia ✓</p> <p>Unit 26: Environmental Issues for the Early Years</p> <p>Unit 27: Pedagogic Issues for the Early Years</p> <p>Unit 28: Project Management for Early Years Practitioners</p>

<p style="text-align: center;">HNC/D titles</p> <hr/> <p style="text-align: center;">National Day Care Standards</p>	Unit 16: Effective Resource Management	✓	
	Unit 17: Effective Leadership	✓	
	Unit 18: Managing the Inspection	✓	
	Unit 19: Working with Families	✓	
	Unit 20: Developing Play in the Early Years		
	Unit 21: Concepts of Inclusiveness and the Early Years Environment	✓	
	Unit 22: Effects of Sensory Loss on Early Childhood Development		
	Unit 23: Managing the Early Years Curriculum	✓	
	Unit 24: Safety and Risk Management in Early Years Care and Education	✓	
	Unit 25: Specific Learning Difficulties: Dyslexia and Dyspraxia		
	Unit 26: Environmental Issues for the Early Years		
	Unit 27: Pedagogic Issues for the Early Years	✓	
	Unit 28: Project Management for Early Years Practitioners		

Standard 14

Documentation: Records, policies and procedures which are required for the efficient and safe management of the provision, and to promote the welfare, care and learning of the children are maintained. Records about individual children are shared with the child's parent

Annexe G

Professional Practice Log

Introduction to the log

The aim of this log is to provide a tool for candidates to record evidence of the practical application of their skills in working in the early years field. In *Unit 9: Professional Practice* candidates need to show their competence in the application of that knowledge in specific settings.

This log is designed to facilitate the demonstration of good practice and to focus candidates on the central importance of the unit to their early years qualification, by ensuring consistency in the assessment of that practice.

The importance of the Early Years Professional Practice Log

The log should reflect the experiences and activities undertaken by the candidate during their 800 hours in a range of early years placements.

Tutors and placement supervisors should be fully satisfied that candidates have demonstrated the required level of competence before recognising this in the formative and summative reports.

The importance of the log and the *Professional Practice* unit is reflected in the following guidance relating to the role of the college tutor in the assessment process.

Candidates have to undertake a minimum of FOUR placements, each of which must include at least ONE observational visit from a suitably qualified significant member of the course team. EACH visit must be recorded on the appropriate visit sheets under the appropriate controlled conditions.

Ownership of the Professional Practice Log

The log requires completion by the different people involved in the training, but ownership of the log is firmly in the hands of the candidate. It is the candidate's responsibility, and his/hers alone to ensure that the various parts are completed appropriately.

Student guidance

Using the Professional Practice Log

This Professional Practice Log has been designed to be completed over the whole period of your studies. For the majority of people this will be over two years.

Recognising knowledge and understanding is fairly straightforward as we can all answer questions about what we know. However, demonstrating competence and how good our skills are in an early years setting is not so easy.

Demonstrating your competence

The Professional Practice Log is a record of your competence and skills in an early years context. How effective the log is at demonstrating your competence is down to you. To meet the requirements of *Unit 9: Professional Practice* you must:

- complete each section of the Professional Practice Log
- present sufficient Observation reports to meet the requirements of the qualification
- present sufficient Witness reports to demonstrate your competence in a vocational context.

The forms

Form EY1 Learners Self Assessment of Initial Competence

You should complete this form at the start of each new placement, making a judgement of your own level of performance against each of the Learning Outcomes for *Unit 9: Professional Practice*. You should give appropriate examples to validate your judgements.

Form EY2 Learner Self Assessment – Meeting the Learning Outcomes

You should complete this form at the end of each period of work placement, after feedback from your visiting tutor and workplace supervisor. You should also consider each learning outcome against your initial assessment (Form EY1) and highlight any areas where progress has been made or requires further effort. This form should be signed by your placement supervisor and visiting tutor.

Form EY3 Tutor Visit/Observation Form

This form should be completed each time a student is visited or observed in the workplace. It is vital that visits are planned to ensure that meaningful activities are observed. Tutors can then make valid and reliable judgements against the learning outcomes and give useful feedback to students about how they can improve their performance.

Form EY4 Supervisor Assessment of Achievement of Professional Practice Outcomes

This form is completed by the workplace supervisor at the end of the placement period, although summative records can be kept to assist with this activity. It is important that the student is included in any discussions so that they may use this information when completing their self assessment forms.

Form EY5 Tutor Assessment of Achievement of Professional Practice Outcomes

At the end of each placement period the visiting tutor should make a judgement on how well the student has achieved each of the learning outcomes. It is anticipated that students will show progress in their work competence and advice and guidance must be given to enable students to make improvements.

Form EY6 Final Statement of Competence

This form is completed by the tutor using evidence from work placement reports, observations, witness testimonies etc to make a final judgement of the overall performance of the student.

Form EY7 Recording Vocational Hours

This form should be completed by the tutor to confirm that the student has completed the minimum number of vocational placement hours required.

In addition, you should include all other evidence of competence, e.g. witness testimonies, observation records, child observations, curriculum plans etc in your logbook. If you take care with the completion of your log and make sure that your records of observation are detailed and well used you should have no problem. In fact, many students take great pleasure and pride in ensuring that their Professional Practice Log is of a very high quality.

Other evidence may include:

- witness statements of activities undertaken, practice demonstrated, involvement in meetings, discussions etc
- reflective logs of placement
- child observations
- child assessment records
- copies of children's work, photographic evidence — with supportive evaluation as to their place in the evidence file
- planning and evaluation sheets
- reflective accounts of incidents
- placement reports.

Candidates may present other forms of evidence, and that is to be encouraged. It is important that candidates can support evidence, where necessary with validation from placement supervisors, tutors etc.

There are several ways of demonstrating your competence and skills in an early years context. The most commonly used ways are:

- Asking your placement supervisor to observe you carrying out a task or activity. They then complete and sign a report detailing what they have seen and heard.
- Asking your placement supervisor for a signed witness statement relating to a piece of work that you have carried out in their work place. They may not have **seen** you do the task but have seen the end result.
- Asking your course tutor to observe you completing an activity or task and then obtaining a signed report detailing the results.
- Completing a 'reflective account' yourself. This involves analysing what you have done. The report should include what worked well and what required change. A reflective report should always be supported by additional evidence that demonstrates how you carried out the task or activity.

There are other types of evidence available, for example, a video of you working in placement. However, you would have to think about confidentiality and many other issues as well. The most important part of your Professional Practice Log is that you and a credible witness compile it together. For example, it will be of no value if you ask your 'best friend' to sign a witness statement or observation for you.

The person providing observations and witness statements must be experienced/qualified in the particular vocational context in which you are working.

Recording vocational hours

An essential part of your vocational practice is the completion of 800 hours of work placement/experience over the period of your course.

Again, providing evidence of this vocational work is not easy. However, the Professional Practice Log does offer the opportunity for you to record the hours of experience that you gain over the period of your course.

As recording your practice is central to the Professional Practice Log, you **must** ensure that all your hours are recorded to meet the requirements set for a 'pass' in this unit of study.

Assessment for Professional Practice

Professional Practice provides you with the opportunity to demonstrate your vocational skills and competencies. Other units have provided you with the knowledge and understanding required to carry out a caring role in a competent and professional manner. However, early years professionals fully acknowledge that understanding alone is not sufficient to ensure high quality practice in an early years environment.

Therefore, an essential part of your qualification is 'proving' that you are a competent practitioner.

Proving competence

In order to be successful in this assessment you must complete and pass all the recording requirements in the Professional Practice Log.

If you should fail to satisfy your assessor in any part of the Professional Practice Log you will be required to resubmit the unsatisfactory work. This may involve carrying out additional time in that placement or another setting.

Assessing the professional practice log

There are three levels for the assessment of your vocational practice. These are:

- self assessment
- supervisor assessment
- tutor assessment.

Self assessment

Throughout the Professional Practice Log you will have the opportunity to reflect on your own progress as an effective practitioner. You should reflect on any relevant areas for improvement or change.

The self-assessment activity is personal to you and will only be used for professional practice discussions with your placement supervisor or course tutor.

Work placement supervisor assessment

Whilst you are on placement it will be essential that you ask your supervisor to assess your professional practice skills. Evidence of your knowledge and understanding alone is insufficient to ensure a 'pass' mark for this qualification.

Your supervisor will be asked to complete honest and comprehensive records about your professional practice skills. This means that you need to take an active part in gaining the evidence you require for a 'pass.' There is no point in work placement opportunities if you do not gather the evidence that you require to demonstrate your competence in the work place.

At this level of study you are expected to be able to identify suitable opportunities for your placement supervisor to observe your actions. Supervisors may not always recognise the kind of evidence you require. You should inform them of suitable opportunities.

Tutor assessment

Your course tutor will be assessing both your theoretical work and your practice throughout the programme of study. You will be required to pass all the units of study involved in the award.

The Professional Practice Log contributes evidence of your competence for all the units involved in your studies, as well as 'Professional Practice'. Your tutor will, therefore, use the information in the Professional Practice Log to support your claims of competence in other areas of your work practice.

Your tutor will visit you in the workplace to observe your work practice at least once in each of your FOUR placements. These observational visits are an essential part of your assessment, and are against the full range of the outcomes in the Professional Practice unit. This assessment by your tutor should be supportive of the continuous assessment by your work place supervisor. You should check your progress against your evidence with your supervisor and reflect on any suggested areas for development that are discussed.

Working through the Professional Practice Log

As you work through your Professional Practice Log you will find that each outcome is listed in more detail along with suggestions for its achievement and evidence requirements.

In some cases an Observation Report from a placement supervisor or your tutor will be required, but in other cases written work from another unit of study may be the evidence that you are submitting.

You must complete all the sections of your Professional Practice Log. Non-completion of any section will result in a 'no pass' situation for the whole award.

Completing the course

We need to remind ourselves at this stage, that the Professional Practice Log carries a 'pass/fail' opportunity. If you fail to complete any section of the Log or fail to provide supporting evidence for any claims made, you will most likely fail the whole course!

The course tutor role

This Professional Practice Log has been developed as a direct result of good practice across a range of early years programmes. It builds upon much work that centres have produced as part of their learning programmes.

Professional Practice is clearly seen as central to the early years qualification if a qualification is not already held. Therefore, the recording of this practice is of equal importance (if not more so) to all other units.

The course tutor holds a central role in ensuring that candidates' professional practice takes place in the range of suitable settings, with supervision by qualified persons. Home care settings offer a particular challenge, where even a professionally qualified parent may not be deemed able to objectively assess candidates. Childminders are the obvious exception to this, and where possible a home placement should be with a registered childminder.

Other placements should be supervised by a senior worker with one of the following:

- Early years teaching qualification
- Childcare qualification equivalent to level 3 **or above** plus two years post qualifying experience
- Paediatric nursing or health visiting qualification
- Social work qualification with experience in family/early years work.

Students should be encouraged to take ownership of their Professional Practice Log at the very beginning of their programme of studies. The intention is that it becomes a 'working document' that encourages independence, reflection and competence in the user. It should not be seen as an activity to be completed in the final month of the course.

Tutors should be encouraging students to take a creative approach to their work in the early years sector. The Professional Practice Log lends itself to personalisation by the student. It is not expected that all Professional Practice Logs will look the same.

Encouraging independence from learners

The main aim of this level of qualification is to ensure that students are both well qualified and able to perform their work role safely and independently. Learners should be encouraged throughout the course of their studies to become independent, confident learners.

It is acknowledged that in the first year of studies students are likely to rely heavily on tutor guidance and support. However, by the second year of their studies, students should be demonstrating the skills and knowledge required to perform as autonomous learners and practitioners.

Tutor placement visits

An essential part of the assessment of the Professional Practice Log is the role of the tutor assessment visits.

Each of the FOUR placements must, normally, have at least ONE visit. An occupationally competent course team member, who has some involvement with the students beyond placement visiting, must carry out these visits. Occupational competence is defined as possessing one of the following qualifications:

- Early years teaching qualification
- Childcare qualification level 3 **or above** plus two years post qualifying experience
- Paediatric nursing or health visiting qualification
- Social work qualification with experience in family/early years work.

Each visit must be recorded on the tutor visit forms, with the appropriate competences recorded and assessed. Over the period of the learner's placements he/she must be observed and assessed against all the competence areas. The placement supervisor should be continually assessing the learner against the competences and supporting them in their development. This means that visits to placements should be well planned and formalised. The student should expect to be observed and expect to provide evidence of their competence in their workplace.

Supporting learners and placement supervisors

A major role of the course tutor is the support of both learner and placement supervisor. It is essential that they both fully understand their role in the workplace, the assessment strategy and the roles of all concerned in the process.

Students will need to fully understand the purpose and role of workplace placement and the importance of the Professional Practice Log in recording their competence.

The workplace supervisor will need to understand the importance of honest and fair assessments. They will need to understand that they have a **duty** to identify when a student is not competent in a particular part of their work. They are part of the quality assurance process and must be fully briefed as to their role in the standard of early years care and education.

Where there are disagreements between the placement supervisor and the course tutor regarding student achievement, every effort must be made to resolve these informally prior to accessing the complaints and appeals procedures which form part of the centre's quality assurance systems and processes. To maintain independence, a named individual should lead the investigation to resolve the differences, discussing the issues separately with all parties. Where the named individual is also the course tutor, either the line manager or another member of the delivery team who is not involved in placement monitoring should carry out the investigation. Final judgement relating to assessment decisions lies with the centre and is monitored through the normal quality assurance procedures. All discussions should be documented, resolutions agreed by all parties involved and signed accordingly. This record should be available for quality assurance monitoring.

It will also be important for course tutors to take immediate action if a work placement is found to be unsuitable for early years professional practice. Students should not be encouraged to undertake professional work placements in an unsuitable environment.

It is recommended that learners take responsibility for seeing that contact is made with the placement and an appropriate letter to placement providers should be prepared by the centre.

Formative and summative reports

Progress reports should be completed by tutors throughout the course of the learner's studies. Evidence for these forms will come from the observation visits, discussion with the placement supervisor and evidence from the log/portfolio. It is likely that in the first year of their development their competence will be less obvious. However, nearing the end of their studies they should be clearly observed practising in a competent manner.

It is essential that the professional practice log demonstrates learner progression and competence over the two years of their studies

The professional practice log must contain a Summary Report of the learner's competence and ability (Form EY6) that is signed by the course tutor. This signature will be the indication that the student is competent and able to perform the necessary tasks and duties required by an early years worker at this level. **It must not be signed lightly.**

The work placement supervisor role

The role of placement supervisors in the validation and assessment of this log is pivotal. Placement supervisors are in the unique position to observe candidates in a professional setting, operating as a trainee over a period of time.

The role of placement supervisor requires careful appointment. The role should be filled by a suitably qualified person within the setting e.g. nursery manager/room supervisor, nursery teacher, senior nursery nurse, class teacher. Supervisors should hold one of the following qualifications:

- Early years teaching qualification
- Child care qualification at level 3 **or above** plus two years post qualifying experience
- Paediatric nursing or health visiting qualification
- Social work qualification with experience in family/early years work.

Supervisors need to consider the importance of ownership of the log by the learner, and support and encourage their learners in the identification of suitable events and evidence in the early days of the training, encouraging full responsibility by the candidate for their logs.

Correct accreditation of learners is crucial to the credibility of this and other Early Years awards. Placement supervisors must feel comfortable in refusing to sign records of evidence from learners if they do not feel that the learner is competent in the task(s). Equally they should be comfortable in awarding credit where it is due, even if it is only for one assessment criterion.

The learners' log of time spent in placements should be countersigned by the supervisor to confirm that sufficient hours have been spent by learners in their practical settings.

Observation/assessment visits by the course tutors should be supportive to both the learner and the supervisor. Tutors will need information from and discussion with placement supervisors in order to fully complete the assessment forms. Visits from tutors should normally occur at least once in each placement and more often where identified issues require further support.

The quality assurance process

The role of the external examiner

Pearson appoints a vocationally qualified external examiner to each centre to ensure quality and consistency of assessments. The external examiner will inspect all professional practice logs during centre visits.

Guidance for assessment of outcomes

Outcome 1

Observe and identify the individual needs of the child appropriate to the requirements of the setting

Introduction to the outcome

Observing the children in your care is an important part of your job role. Through observation and correct evaluation of those observations, you can help in the identification of the needs of a particular child or group of children. As you will be working with many children in a variety of settings and age ranges you will carry out many different observations.

You will need to show you understand, and can use, different methods of observation in the range of placements as well as the ethical implications of observation.

Evaluation of these observations is essential as a basis for the identification of the needs of a child or a group of children. This should cover the all-round needs of children — physical, social, emotional, cognitive and communication — with particular reference to language development.

Similarly, you will need to show that you can observe, evaluate and identify the individual requirements of children with specific needs.

In addition, you will need to identify and show you understand and can use the different codes of practice in different settings as well as appreciate their similarities and differences.

You must demonstrate your observation skills with:

Children aged	0–1 year
	1–2 years
	2–4 years
	4–8 years

This demonstration should take place in at least four of the following possible settings:

- the child's home, a childminder's home, voluntary pre-school, private nursery provision, nursery schools/classes, primary schools, schools for children with special needs, paediatric hospital units.

Assessment criteria

To achieve this outcome you must demonstrate the ability to:

- 1 Observe and identify the all-round individual needs of children in four different settings and four age ranges
- 2 Observe and identify the individual needs of children with specific needs
- 3 Identify the codes of practice of each setting and explain the differences and similarities.

Outcome 2

Respond appropriately to the needs of the individual child

Introduction to the outcome

Responding appropriately to the needs of the individual child is an essential part of your role.

You must show understanding through your practice of the need to respond to health and safety issues such as supervision, the cleanliness and safety of all equipment and the relevant procedures and policies in each setting.

You will need to take your part appropriately in undertaking the care routines and procedures of the setting. It is particularly important that you demonstrate this with respect to all caring routines — feeding, bathing, changing, dressing and preparing for sleep — especially for babies less than one year old.

You will also need to take part in planned activities, themes and curricular events to promote the all-round development of children as well as being involved in the provision of and management of appropriate resources.

The outcome needs to be demonstrated in all the different types of settings where you have undertaken work placement.

Assessment criteria

To achieve this outcome, you must demonstrate the ability to:

- 1 Identify and respond to all health and safety issues
- 2 Undertake all relevant care procedures and routines
- 3 Undertake planned activities as part of curricular programmes
- 4 Take part in the provision and management of different types of resources as appropriate.

Outcome 3

Demonstrate competence in the role of a professional carer

Introduction to the outcome

You will need to demonstrate in all your work placement settings that you can undertake your work in a professional manner meeting the required expectations with respect to attendance, punctuality, reliability, commitment, personal presentation and hygiene, maintenance of own safety and appropriate conduct.

In addition, you will need to respect confidentiality and show awareness of its parameters.

Appropriate interpersonal skills also need to be shown as part of the professional role you are undertaking. However, in this case, this is covered specifically in Outcome 5 and evidence for this should be provided in Criterion 1 of that outcome.

Assessment criteria

To achieve this outcome, you must demonstrate the ability to:

- 1 Work in a professional manner, meeting professional role expectations as listed above
- 2 Respect confidentiality and be aware of the parameters
- 3 Relate in a professional manner to the full range of contacts in all of the work placement settings
- 4 Show respect for the knowledge and contribution of others, while recognising your own role within the work placement team.

Outcome 4

Promote a stimulating learning environment for children's development

Introduction to the outcome

Being involved in the promotion of a stimulating learning environment for children's development should be ongoing throughout all work placements. You will need to show that you are aware of the aims, practice and structure of each work place setting as well as resources in the wider environment relating to the setting.

In addition, you will need to demonstrate that you can organise basic provision for a stimulating learning environment for children's development and be able to extend this basic provision appropriately.

You will need to provide evidence of the ability to plan, implement and evaluate curriculum activities, which will include discussion with work placement supervisors.

Along with this you must show how you can support learning through play and by the use of displays, first-hand experience, visits and outdoor experiences.

Assessment criteria

To achieve this outcome you must demonstrate the ability to:

- 1 Show awareness of the aims, practice and structure of each setting as well as the resources of the wider environment
- 2 Demonstrate the organisation of appropriate basic provision for promoting a stimulating learning environment for children's development as well as the ability to extend this provision in a relevant manner
- 3 Provide evidence of the ability to discuss, plan, implement and evaluate curriculum activities through activity plans which include the concept of inclusiveness
- 4 Support learning through play, displays, first-hand experiences, visits and outdoor experiences.

Outcome 5

Explore personal effectiveness as a worker in the early year's sector

Introduction to the outcome

This outcome is about how you perform as a professional early years worker. It is about the qualities required, management skills, problem-solving skills and self-appraisal. The four criteria reflect these different qualities and skills.

The qualities required of you include interpersonal, verbal and non-verbal skills, which are covered by Outcome 5, Criterion 1, professionalism, and Outcome 3, can also be evidenced by achievement of other units of this Higher National Certificate/Diploma.

In addition, you will need to show that you understand the needs of children and their families, have a knowledge of resources, possible referrals and the importance of initiative and self-direction in an appropriate manner.

You will also need to demonstrate management skills, which include self-management relating to timekeeping, dress, personal hygiene, undertaking roles and responsibilities within the early years team, meeting the requirements of the organisation, commitment, meeting changing needs and situations through being adaptable and responsive and being able to set targets for your future development.

Problem-solving skills also need to be shown in the form of being able to analyse information, make decisions, prioritise and evaluate outcomes.

You will also need to demonstrate a growing capacity for self-appraisal through self-awareness, review of your own performance in all relevant activities, reflection on your own attitudes and relationships and recognition of your own knowledge, skills and contribution to teamwork.

Assessment criteria

To achieve this outcome you must demonstrate the ability to:

- 1 Show the qualities required of a professional early years worker as listed above in the introduction to the outcome
- 2 Display management skills as outlined above
- 3 Use problem-solving skills
- 4 Undertake self-appraisal to include self-awareness, review, reflection and recognition as detailed above.

Form EY1

Learner Self Assessment – Initial Assessment of Competence

Self-evaluation is an important aspect for achieving improvement in your work practice. You are required to undertake this regularly throughout your course. However, in order to measure improvements, it is essential that you undertake an initial assessment of your competence at the start of each professional practice period. You need to consider each of the outcomes. This may help you to identify areas you need to concentrate on.

Outcomes	Explain how you have met each outcome
1 Observe and identify the individual needs of the child appropriate to the requirements of the setting	<input type="checkbox"/> Grade
2 Respond appropriately to the needs of the individual child	<input type="checkbox"/> Grade
3 Demonstrate competence in the role of a professional early years carer	<input type="checkbox"/> Grade
4 Promote a stimulating learning environment for children's development	<input type="checkbox"/> Grade
5 Explore personal effectiveness in your role as a worker in the early years sector	<input type="checkbox"/> Grade

Learner's Name

Learner's Signature

Date

Tutor's Signature

Date

After you have completed working in each setting, it is important for you to consider your performance against each of the learning outcomes. Record your comments with supporting evidence from activities, in the boxes below, giving details of your strengths in each area and what areas you need to work on.

Form EY2

Learner Self Assessment – Meeting the Learning Outcomes

This will help you plan what you need to concentrate on in the next placement. You should refer to your observational reports from your tutor and any reports from the work placement supervisor.

Outcomes	Explain how you have met each outcome
1 Observe and identify the individual needs of the child appropriate to the requirements of the setting	<input type="text"/> Grade
2 Respond appropriately to the needs of the individual child	<input type="text"/> Grade
3 Demonstrate competence in the role of a professional early years carer	<input type="text"/> Grade
4 Promote a stimulating learning environment for children’s development	<input type="text"/> Grade
5 Explore personal effectiveness in your role as a worker in the early years sector	<input type="text"/> Grade

Learner’s Signature..... Date

Tutor’s Signature..... Date

Supervisor Signature..... Date

Form EY3
Tutor Visit/Observation Form

Tutor

Learner **Date**

Details of placement

Supervisor

Observation visit **(1)** **(2)** **(other)**

Notes for Guidance

At each visit the tutor must spend time observing the student working with the children in the placement. Learners should explain their intended activity to the tutor and for planned activities produce an activity plan with room for self-evaluation.

Comments on the outcomes must refer to observed activities, responses etc, not to reports from the placement supervisor or verbal descriptions of work done by the learner. Evidence of this nature should be included in a reference section.

The form must be completed on site and signed by all three parties, and a separate form completed for each visit to each placement.

A copy should be kept in the learner's log as well as at the centre.

Supervisor's comments

Form EY3

Activities observed/discussed	Learner comments
<p data-bbox="225 338 975 405">Outcomes covered, evidence seen, against assessment criteria.</p> <p data-bbox="225 472 991 568">OUTCOME 1: Observe and identify the individual needs of the child appropriate to the requirements of the setting</p> <p data-bbox="225 976 1002 1037">OUTCOME 2: Respond appropriately to the needs of the individual child</p> <p data-bbox="225 1447 975 1507">OUTCOME 3: Demonstrate competence in the role of a professional carer</p>	

<p>OUTCOME 4: Promote a stimulating learning environment for children’s development</p>	<p>Learner comments</p>
<p>OUTCOME 5: Explore personal effectiveness as a worker in the early years sector</p>	
<p>OTHER EVIDENCE/COMMENTS</p> <p>Signed and dated _____</p>	<p>Signed _____</p>

Form EY4

Supervisor Assessment of Achievement of Professional Practice Outcomes

(To be completed after each placement and as required)

Name of learner:.....

Date of commencement of training:

Date:

Number of hours placement in setting:

Outcome	Strengths	Areas for development
1 Observe and identify the individual needs of the child appropriate to the requirements of the setting		
2 Respond appropriately to the needs of the individual child		
3 Demonstrate competence in the role of a professional early years carer		
4 Promote a stimulating learning environment for children's development		
5 Explore personal effectiveness in your role as a worker in the early years sector		

Form EY4
Comments and Signatures

Learner:

Placement supervisor:

Tutor:

Action required:

Date of next review:

Form EY5

Tutor Assessment of Achievement of Professional Practice Outcomes

(To be completed after each placement and as required)

Name of learner:

Date of commencement of training:

Date:

Number of hours placement in setting:

Outcome	Strengths	Areas for development
1 Observe and identify the individual needs of the child appropriate to the requirements of the setting		
2 Respond appropriately to the needs of the individual child		
3 Demonstrate competence in the role of a professional early years carer		
4 Promote a stimulating learning environment for children's development		
5 Explore personal effectiveness in your role as a worker in the early years sector		

Form EY5
Comments and Signatures

Learner:

Placement supervisor:

Tutor:

Action required:

Date of next review:

Form EY6

Final Statement of Competence

On successful completion of all Early Years Professional Practice outcomes in the following placements.

1.

2.

3.

4.

Date of commencement of training:

Date:

Outcome	Strengths	Comments
1 Observe and identify the individual needs of the child appropriate to the requirements of the setting		
2 Respond appropriately to the needs of the individual child		
3 Demonstrate competence in the role of a professional early years carer		
4 Promote a stimulating learning environment for children's development		
5 Explore personal effectiveness in your role as a worker in the early years sector		

Additional comments

Signed and dated:

Course tutor:

Centre address and official stamp:

Form EY7

Recording Vocational Hours

Type of setting:	Type of setting:	
From:	From:	
To:	To:	
Age range(s) of children:	Age range(s) of children:	
Number of hours:	Number of hours:	
Status and qualifications of signatory:	Status and qualifications of signatory:	
Signature:	Signature:	
Date:	Date:	

Form EY7

Recording Vocational Hours

Type of setting:	Type of setting:	
From:	From:	
To:	To:	
Age range(s) of children:	Age range(s) of children:	
Number of hours:	Number of hours:	
Status and qualifications of signatory:	Status and qualifications of signatory:	
Signature:	Signature:	
Date:	Date:	



March 2015

For information about Edexcel, BTEC or LCCI qualifications visit qualifications.pearson.com

BTEC is a registered trademark 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**